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Actions, Objectives & Concerns. Human Parameters for Architectural Design.
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An experiment conducted at California State College, Los Angeles, to test the value of social-psychological research in defining building needs is described. The problems of how to identify and synthesize the disparate objectives, concerns and actions of the groups who use or otherwise have an interest in large and complex buildings is discussed. An effort is made to formally relate the techniques and knowledge of the behavioral sciences to the architectural design process, the purpose being to produce buildings that are better related to human needs. The procedures described can provide a tool for defining the objectives of planning and design. Sections include the following--(1) statement of purpose, (2) the campus, (3) observational data, (4) interview data, (5) program recommendations, and (6) summary and conclusion. Appendix A deals with the social psychological models for programming a student union. (RK)

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ACTIONS, OBJECTIVES & CONCERNS

Human Parameters for Architectural Design

An experiment conducted at California State College, Los Angeles, to test the value of Social-Psychological research in defining building needs. This study was funded by a grant from the Educational Facilities Laboratory, Inc.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Consultant in Social Psychology

Mr. Jack Heppe,
Project Coordinator for the College

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MAIN CAMPUS WALK LOOKING SOUTH.

INTRODUCTION

The pages that follow report an unusual approach to an intriguing problem: how to identify and synthesize the disparate objectives, concerns and actions, of the groups who use or otherwise have an interest in large and complex buildings. It is an effort to formally relate the techniques and knowledge of the behavioral sciences to the architectural design process. Its purpose is to produce buildings that are better related to human needs.

The project chosen as a test of this approach was the preparation of a program, or statement of building requirements, for a new College Union on the campus of California State College at Los Angeles. The study was made possible by a grant from Educational Facilities Laboratory Inc. to the CSCLA Foundation, predicated on the belief that a successful demonstration of the principles involved could be of great benefit to educational institutions of all kinds in dealing with the problems of a changing society.

Mr. Jack Heppe, Director of Campus Development at the College, represented the school as Project Coordinator. The architectural firm of Deasy and Bolling was assigned the responsibility of carrying out the study. They, in turn, invited Dr. Thomas Lasswell, Professor of Sociology at the University of Southern California, to join the research team.

Dr. Lasswell, who had previously collaborated with the architects on other projects, had complete responsibility for the behavioral research, developing the interview documents, selecting the samples interviewed, analyzing the data, and describing the social-psychological models of the various groups in the campus community. In this work he was very ably assisted by Mr. Jerry Bailey, a graduate student at the College. Dr. Lasswell's full report is contained in Appendix A.

The architects were responsible for observing and photographing student behavior on campus and the analysis of this information. They then derived from the observational data and Dr. Lasswell's report a description of the building needs in architectural terms. Their work is summarized in Chapters I through VI.

It is the opinion of this writer that the procedures described here provide a powerful tool for defining the objectives of planning and design. At a time when existing institutions in many fields are being questioned, it is no longer sufficient to rely on precedent and pre-conceptions as a guide in developing the buildings that house these institutions. Architecture based on a clear understanding of human objectives and concerns can make a creative contribution to the development of new institutions meeting new needs, not only on the campus but wherever people are involved in a common undertaking.

C.M. Deasy, FAIA

January, 1969

CHAPTER I: STATEMENT OF PURPOSE

Anyone not familiar with the processes of architecture may wonder why the preparation of a building program or statement of building requirements, would warrant the extensive investigation that is described here. It might be assumed that an institution that needed new classrooms or dormitory rooms would only need to determine how many or how much. Since everyone knows what classrooms and dormitories are like any elaboration of requirements would be pointless.

A surprising number of projects, some of them very large, are based on exactly this assumption. A one page letter, listing the number and kinds of rooms to be provided, may be the only formal description a project receives before planning starts. In some cases this is supported by a compilation of "standards"; room descriptions that reflect the decisions of another time and have achieved the respectability of age. In other cases there is only the implicit assumption that "everybody knows" what is intended.

Perhaps the owner and architect do know what is intended, but their agreement may exclude the most essential element of all, the people who use the building and whose lives and work are affected by it. Since this is the group that buildings are intended to serve, a failure to recognize their needs and concerns defeats the basic purpose for which the building is constructed.

There is substantial evidence that such failures are not rare. It would be easy to catalogue instances where building users have felt impelled to change things to suit their needs, diverted areas from their intended use, or simply ignored facilities that had no relevance to their activities.

Even more important, though not directly measurable, is the loss in effectiveness to the organization and the individual when building facilities inhibit or prevent the optimum performance of the individual.

Failures of this kind can be attributed directly to an inadequate program, one which does not fully identify the way in which structures affect the people who use them. Obviously, such oversights are not intentional, but the factors to be measured are complex and difficult to evaluate. Even the most conscientious and well-intentioned efforts to diagnose needs and responses can be dramatically wrong, however, unless there is some organized effort to determine how the different groups involved in a project view their requirements. The bruising experience of the Director of Housing at a midwestern campus is not unique. After a considerable expenditure of time and effort in deveoping an "ideal" room for a new series of dormitories he discovered that the student users ignored his carefully studied ideas and elected a wide variety of room arrangements having nothing to do with the designed layout. Presuming to know how other people would like to have their lives arranged is a risky game.

The obvious importance of the program as the fundamental factor in the success of a building is, of course, not a recent discovery. While some programs continue to be extremely sketchy, others are prepared with great care and considerable sophistication. Similar facilities are studied, objectives are defined, and the needs for special equipment and furnishings are carefully spelled out. Even such painstakingly prepared documents typically suffer from one serious shortcoming; they tend to reflect the special concerns of the individuals who are involved in their preparation.

There is, of course, no reason why their concerns should not be reflected in the building. The danger lies in assuming that their views are shared by others. A recently published program for a branch public library illustrates this point. Carefully prepared by a professional headquarters staff with long experience in administering such libraries, it required that space devoted to reading rooms be divided between Juveniles and Adults on a 1/3 - 2/3 basis and defined the special facilities needed by each of these groups. A brief survey of branch libraries in use indicated that the actual patrons, to an overwhelming degree, were teen-age students who dominated both departments impartially, preempting the adults lounge area and sitting with their knees under their chins in the juvenile chairs. A library design based on the administrations program would not have served anyone very well though it may have maintained some long established inter-departmental truce at headquarters. The staff's image of the libraries they controlled must have come from another place and another time.

We can hope that such extreme departures from reality are rare but unless some systematic approach is consistently applied to determine the needs of the people who use buildings, and to measure changing social patterns, such instances can occur at any time. A saving factor is that, like the teen-age students, most of us are somewhat adaptable.

Developing a systematic approach for measuring needs is the point to which this study is addressed. It is based on the assumption that the attitudes, concerns, and actions of any given population can be measured with sufficient accuracy to materially improve the programming process and lead to buildings that are more relevant to the real needs of the people they are intended to serve.

It is not considered to be a substitute for conventional processes but it is far more than a supplement. It is regarded here as the fundamental programming step to which all others are related.

As this procedure has been applied to the development of a Union at California State College, Los Angeles, three major activities are involved:

1. Interviews with selected samples representing the various groups that make up the campus community.

2. Observations of the actual use given to the campus.

3. Analysis of this data in order to derive a description of the proposed building.

Students, Faculty, Administrators, Staff, Alumni, and "Community Influentials" were the groups whose ideas were sought. It may seem surprising that some of these were considered to have anything worthwhile to say about a building that is so typically regarded as a student preserve. Be assured that they didn't feel that way. They were interested, their responses reflected valid points of view, and they were by no means narrow-minded.

The interviewers did not ask what facilities the respondents would prefer to have in a new building but focused on their ideas about the basic purpose of the school, their personal goals as far as the school was concerned, the vexations and concerns they experienced in working toward such goals, and how the building might make it easier in this regard. By this process it was possible to identify conflicts, establish priorities, and distinguish between differences that were conflicting and those that were supplementary. In the terminology of the Behavioral Sciences, a Social-Psychological Model of each group was developed.

The observations were intended to supplement this information with an entirely different kind of data. Asking people what they do at specific times and places does not necessarily produce accurate information. They are often not consciously aware of their actions. Observations of their actions, photographically recorded, are considerably more reliable.

The crucial step came in deriving an architectural description of building facilities from the research data. While the first two steps were objective in nature, this last step was necessarily interpretive and subjective. It was the interface between two very different disciplines, behavioral science and architecture.

Because of the importance of this particular step some elaboration on the process seems justified. In essence, it involved determining an objective or concern from interview data, relating it to observed behavior, and describing facilities that would be most apt to satisfy these requirements. In some instances this was very simple. The extremely tight time schedules reported by the students and the substantial commuting time required to reach the school indicated that once they left the campus it would be hard to entice them to return. This was interpreted to mean that providing for activities that anticipated their return, such as formal dances or banquets, should be given a very low priority. This conclusion would be a radical departure from most College Unions and would have a substantial effect in reducing construction cost. It is by no means certain that a direct question on this point would have produced the same result.

In the interviews both students and faculty stress the importance of informal contact outside the classroom. In spite of this agreement, such contact seldom occurs. The observations indicate that these two groups move in separate orbits and are not apt to make contact very frequently unless the things they respectively need are brought together at a common locus. Once this is understood it is a relatively simple matter to arrange the facilities, the bait that would bring them together, in the most enticing manner.

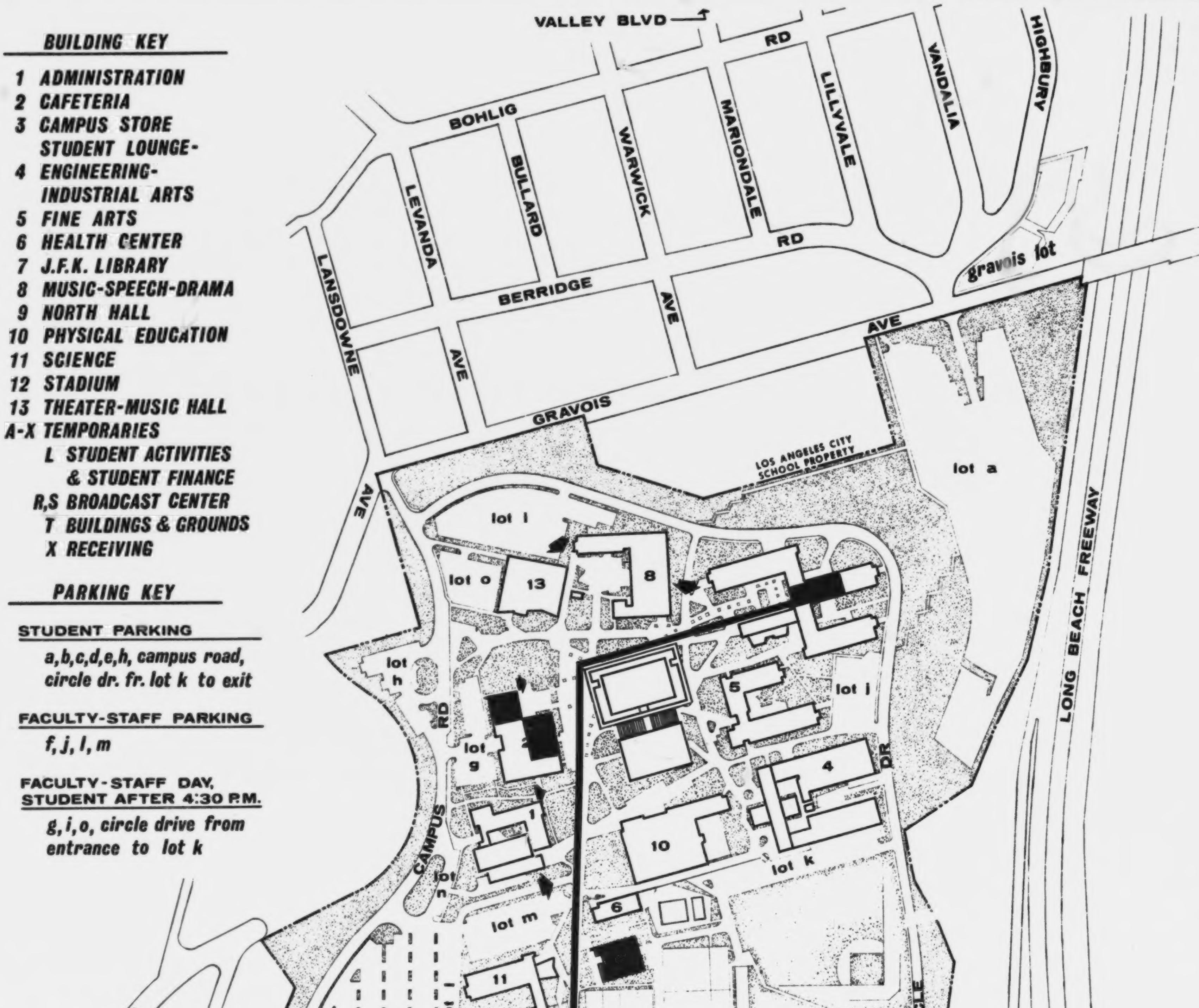
Even minor details may be defined in this fashion. The observations indicated a very persistent pattern of outdoor study centered around primary student destinations. It would be natural to assume that this was a result of overcrowding in more suitable study areas but this did not prove to be the case. Once these observations are coupled with the interview data on student time pressures it becomes rather clear that outdoor study has nothing to do with fresh air and sunshine, but is simply the most efficient way for the student to use small bits of time. Since the Union is certainly intended to be a major destination, we can state with some assurance that outdoor study facilities should be provided adjacent to it.

The point that is highlighted by this example is that the students will study outside the Union whether we provide any facilities or not, just as they now do at certain existing buildings. Once the analysis is made such a result seems so obvious that it is tempting to argue that it should have been predictable without any special studies. If this were true, then it would be reasonable to expect that existing buildings would have anticipated such a need and would be equipped for this purpose.

It is this kind of analysis that produced the building program outlined in Chapter V. It describes a center for activities, part indoor, part outdoor, that is significantly different from the typical Union. It reflects the deep interest of this particular campus community in communicating, and provides something akin to a shopping center for essential services. It provides an intellectual shopping center too, for that matter, serving the reiterated desire for independent learning and self-discovery by providing the maximum amount of exposure to new people and new ideas.

There are certain kinds of information, very important information, that cannot be determined by these procedures. None of the respondents could be expected to have any very pertinent opinions on how large a kitchen would be required to feed a given number of people or how wide a stairway is needed for a given amount of traffic. These questions, however, are just the kind that traditional techniques handle very well. Once the purposes of the building are defined, the balance of the description follows in a relatively straightforward manner.

The chapters that follow analyze first the observational data and summarizes the findings that relate to the design of the new building. Dr. Lasswell's analysis of Social-Psychological models, which is included in full as Appendix A, is then briefly reviewed as the basis for further recommendations. The final chapter on Program Recommendations provides a statement on building characteristics that can be inferred from the data.


VALLEY BLVD
RD
HIGHBURY
VANDALIA
LILLYVALE
MARIONDALE
WARWICK
BULLARD
BOHLIG
LEVANDA
LANSDOWNE
RD
BERRIDGE
AVE
AVE
AVE
gravois lot
GRAVOIS
LOS ANGELES CITY SCHOOL PROPERTY
AVE
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LONG BEACH FREEWAY
lot l
lot o
13
8
lot h
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CAMPUS
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AVE
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COLLEGE
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BUILDING KEY

1 ADMINISTRATION
2 CAFETERIA
3 CAMPUS STORE
STUDENT LOUNGE-
4 ENGINEERING-
INDUSTRIAL ARTS
5 FINE ARTS
6 HEALTH CENTER
7 J.F.K. LIBRARY
8 MUSIC-SPEECH-DRAMA
9 NORTH HALL
10 PHYSICAL EDUCATION
11 SCIENCE
12 STADIUM
13 THEATER-MUSIC HALL
A-X TEMPORARIES
L STUDENT ACTIVITIES
& STUDENT FINANCE
R,S BROADCAST CENTER
T BUILDINGS & GROUNDS
X RECEIVING

PARKING KEY

STUDENT PARKING

a, b, c, d, e, h, campus road,
circle dr. fr. lot k to exit

FACULTY-STAFF PARKING

f, j, l, m

**FACULTY-STAFF DAY,
STUDENT AFTER 4:30 P.M.**

g, i, o, circle drive from
entrance to lot k

CAMPUS PLANNING
OFFICE 8-1-65
CHAS H JOHNSON

CALIFORNIA STATE COLLEGE at LOS ANGELES

CHAPTER II: THE CAMPUS

California State College at Los Angeles is one of the nineteen schools in this state's College System. Founded in 1947, it moved to its present location in the eastern part of Los Angeles in 1955.

At the present time the school enrolls some 20,000 students taking a wide variety of courses, though the primary emphasis is on Science, Engineering, and Letters, Arts and Science. Projections indicate that enrollment will ultimately reach 35,000 students in the late 1970's.

Due to the extended campus day (classes continue from 8:00 in the morning until 10:00 at night) and the fact that many students are not full time, the enrollment figures give a distorted picture of the number of students on campus at any given time. "Full Time Equivalent" (FTE) figures of 11,000 for the present campus and 16,000 for the peak, while highly abstract, give a better indication of the population.

While this is definitely an urban school, the location and the site give it an unusually isolated character. Major freeways form two boundaries and the other sides face a residential district of modest homes. As a result, the campus is an island in the city, not really related to any community. Few students live adjacent to the school. The vast majority arrive by public transportation or private car. This produces heavy vehicular traffic at all times and some monumental traffic jams at the start of each quarter.

The site embraces 114 acres in total area, but only 55 acres of level land are available for building sites. The rest is occupied by 4,000 parking spaces or is too steep to be useful. The parking lots to the North and West are the source of most of the pedestrian traffic moving into the center of the campus.

While a limited number of "temporary" buildings remain from the pioneering days of the campus, all academic activities are housed in permanent buildings which are, of course, relatively new. The school is expanding to meet increased needs and during the time of this study construction was underway at three sites. One of these, a major addition to the library in the center of the campus, distorted campus traffic to some degree though it was also the source of some very interesting observations on student exercises in self-expression.

No attempt has been made to describe a hypothetical "average" student since this could have been very misleading. The statistical means for students in the fall quarter, a representative group, do, however, reflect some characteristics that are extremely valuable in understanding the nature of the school and the needs of the student body.

These students are 26 years old, carry 10-1/2 hours of class work per week and are employed 24 hours per week. They spend 14 hours on their studies each week, one hour a day in commuting, and are on the campus only 1-1/2 hours each day outside of the classroom. The time they devote to eating and leisure activities is measured in minutes rather than hours.

Forty three percent are married and twenty two percent have one or more children. In short, these are busy people who must have very little idle time on their hands.

Even this brief description of the school and the students contributes to an understanding of the objectives of the proposed College Union. With the off campus responsibilities they carry and their pressing time problems, it is obvious that the college social activities of another era or another campus would have a limited appeal for these students. Their kind of Union would play a functional role, providing them with essential services and furthering their academic objectives.

California State College at Los Angeles represents a type of school that has become much more prevalent in recent years. It is a type that will probably continue to grow in number and in influence. After extended personal contact with the campus community in action, and a rather intimate glimpse into their problems and concerns, it would be impossible not to feel a genuine affection and deep respect for both the people and the institution itself.

CHAPTER III: OBSERVATIONAL DATA

The purpose of the observation program was to note the activities of the students outside the classroom that might have a bearing on the design of a new college union. The program was based on the hypothesis that student use of physical facilities could not be inferred from conventional planning assumptions, or from the designation given to certain campus areas, but only by direct observation. The result of the study clearly supports this hypothesis.

Eleven visits were made to the campus at different hours covering the complete span of the academic day from 7:30 a.m. to 9:30 p.m. A few visits were scheduled to cover special activities such as the opening day of classes or campus political campaigns, but most were on a random basis. On each occasion a routine path was followed that covered the outdoor areas on the campus and the indoor areas that were developed for student uses of a non-academic nature. Photographs were taken of student actions as well as the evidence left by student activities.

Headcounts were made in the indoor areas so that it would be possible to distinguish between anticipated activity (that any group in the cafeteria would be eating) and actual activity (86% of the people in the cafeteria were studying). Photographic proof sheets were analyzed after each visit and an observation report prepared.

This simple procedure proved to be very useful in defining the way in which students use physical facilities on the campus. Just as important, it served to identify facilities that were not being used at all.

Movements

The principal campus area occupies a level promontory with sides dropping abruptly to the North, East and South. To the West, banks rise above the campus in an equally abrupt manner. Extensive parking lots border on the North and West and generate most of the traffic moving on to the campus.

Students using the North parking lots face a steep climb to the campus level where they enter the network of walks and paths that connect the buildings. Students using the West parking lots save the climb and move directly East to the South end of the main campus walk.

The main campus walk (surprisingly, it has no name) is the most active focus of outdoor activities. Running North and South with buildings informally arranged on either side it carries the bulk of campus traffic, is the arena for political activity, and provides for informal social contact between members of the campus community. If it is necessary to communicate with the student body this is the favored place.

A new library is being completed near the North end of the campus walk and a new science building is under construction at the South end. Both of these structures should serve to reinforce the importance of the walk as the primary focus of campus activity.

Stemming from the walk are a series of East-West walks leading to a tier of buildings at the East edge of the campus. None of these experience particularly heavy traffic except the one leading to North Hall, a large classroom building at the Northeast corner of the campus.

The pattern of pedestrian movement on the campus is simple but effective. The main campus walk is the North-South backbone with one major lateral running East to North Hall (now known as Martin Luther King Hall), and minor movements to other buildings. Students entering the campus from the North generally do so by North Hall. From this point they can move West to the main walk and and then to any point on the campus. Those entering from the West move East to the main walk and from there to their destination.

It is apparent from these observations that if the new structure were to benefit from the existing, well established pattern of movement that it should be located at some point on the pattern. To do otherwise would mean that a new pattern would have to be established, and the observations suggest that it would be difficult to lure students away from their primary paths.

Outdoor Activity Centers

Outdoor activities are concentrated in two areas, the main walk and the forecourt of North Hall. Since the main walk serves as Main Street on campus, it is no surprise that it is a center of activity. North Hall is a somewhat different case. This is by far the largest classroom structure on campus (FTE 5000) and is located at a terminus of the campus walk system.

Because of the number of students who attend classes in the building it appears to have some of the characteristics of a sub-campus, with its own food service, and outdoor lounge spaces. With this special character, anyone wishing to communicate with the student population must make some effort to get their message across in the forecourt of North Hall.

A new classroom complex is now being constructed at the South end of the main walk. Since it will also serve a large student population and will be at a terminus, it is probable that it will develop the same character as North Hall.

There are attractive entrance courts at other buildings, Engineering, and Music and Drama. While they provide an attractive approach and place to pause on the way to and from classes, they do not have any significant concentration of students while classes are in session, the distinguishing feature of North Hall. These structures either do not have enough permanent student population to support a separate set of activities or are close enough to other centers so that there is no need for them.

There are several attractive and well-developed outside areas that were undoubtedly intended to serve as outside centers but that have never developed that way. These are the courts on the East side of North Hall and the Fine Arts Building, facing away from the center of the campus. The Fine Arts Court, with its display of sculpture, would seem to offer a particularly inviting area for study or conversation but was rarely seen to be used at all. It appears that student movement is largely limited to destinations that serve their immediate needs and purposes and that detours off these established lines of travel occur infrequently. These same courts, opening toward the campus center, would almost certainly receive more use than they do now.

The main walk is a busy place during most of the day. There is a steady movement of individuals, couples, and groups. Chance meetings will stop two individuals momemtarily and a group may begin to form. As it moves on, some members may turn off at their destination and others will join up.

Fairly stable groups may form at a few locations, in front of the Cafeteria, at the Book Store, and along a section of the walk abutting what is called the "Free Expression Area". There are not many opportunities to sit down along this busy thoroughfare. Where they occur they are usually occupied by groups in conversation or individuals studying.

EMPTY SPACES

Outdoor areas that are not directly related to the main pattern of pedestrian movement are seldom used.

Since the walk is used by so many students it is a favored place for making contact with them. Double faced bulletin boards are placed along this and other walks to carry the announcements of a wide variety of student organizations. Posters for campus political campaigns also appear on these boards.

At the beginning of each quarter there are a series of "Join Days" during which campus organizations recruit new members. This is principally accomplished by setting up card tables, booths, and displays along the main walk. For a brief period it has the appearance of a School Bazaar.

While this particular activity is concentrated at the beginning of the quarter, the ubiquitous card table may pop up at any moment as different groups seek to enlist the support of the students for some activity or point of view.

The most striking visual feature of the walk, though a temporary one, is the treatment of the construction barricade around the new library site. Every inch has been decorated with club or fraternity promotions, political philosophy, student wit, avant-garde art, or personal pronouncements of timeless love. Anyone who assumes that students share a consistent viewpoint on the world would be astonished at the infinite variety of opinions expressed.

This treatment is not extended to other construction barricades on campus that are not adjacent to heavily traveled routes. The zeal for self-expression, it appears, is directly related to the availability of an audience.

A variety of other events and activities may occur along the walk: Pep squad rallies, Election rallies, Community sings, etc. Anything that happens outdoors will inevitably focus on the main walk.

The forecourt of North Hall serves some of the same purposes but offers a completely different atmosphere. Since it is a terminus it does not have such intensive traffic. Most of the people present in the forecourt at any time are presumably waiting for a class to start and spend their time studying.

The covered arcade leading to the building entrance provides a natural place for informal social contact. Beverages and sandwiches are available from a portable snack cart that is active from 7:30 in the morning to 9:30 at night. Card tables for one organization or another are almost always present in the arcade. One activity that is not found on the campus walk but is sometimes observed at North Hall are the tables and displays of textbook publishers and manufacturers of educational equipment. These commercial firms have apparently found that their particular market is concentrated here.

The outdoor uses observed can be grouped in a few main categories.

Study: One surprising discovery of these observations was the number of students who were studying outdoors. The climate does make this feasible but there are other indications that the students do not choose to be outdoors solely for the sake of fresh air and sunshine.

While there is probably a shortage of excellent indoor study space on campus, there were several occasions when it was possible to observe indoor study spaces going unused while outdoor spaces were crowded. The characteristics of outdoor study appear to be these:

1. Outdoor study is most frequently observed on or adjacent to the main circulation paths.

2. Outdoor study is concentrated at or near the entrances to buildings, both academic and non-academic.

3. In the locations where students choose to study, the lack of amenities such as seats or benches does not seem to be a deterrent. They will perch on planting boxes, steps, or retaining walls, sit on the grass or on the ground. To a comfort oriented architect, the places they choose for study are astonishing.

4. Not all building entrances, even if equipped with benches and facing on a major walk are used for outdoor study. The Engineering Building and the Science Building are notable examples. The observations provided no clue to this apparent contradiction.

From these observations it is possible to infer that a student who does not need the facilities of the library or the lounge, or has only a limited amount of time, will elect to study in a location at or near his immediate destination. It is a practice that permits a very efficient use of small bits of time. Where a large number of students have a common destination it is likely that there will be a considerable amount of outdoor study.

Communication; A variety of activities are grouped under this heading. Their common denominator is the desire of some individuals or groups to inform or persuade the student body and they find their best technique is direct contact along the most frequently traveled campus walks.

This communication takes several forms:

1. Placards and posters. Their use is limited to recognized campus organizations or others with special approval. Specific permission must be given to use the numerous display boards and there are limitations on the size and duration of the display. The importance attached to these displays is evidenced by their heavy and continuous use.

2. Card tables and booths. When more intensive contact is desired, or a message requires more than the brief statement of facts on a small placard, the card table with someone in attendance is preferred. For the most part these are recruiting activities, enlisting support for some organization or some cause. As with placards and posters, the location of card tables is controlled by the Student Activities Committee and certain requirements must be met before they can be set up.

3. Informal communications. The controls imposed on the use of public display spaces severely limit spontaneous visual communications under normal circumstances. During the period of investigation, however, the construction barricades provided a marvelous demonstration of the communication students will engage in when they have a chance.

   This kind of display may be dismissed as frivolous but it seems to serve a very useful purpose. Anyone who has been these displays is bound to have a different, and far more accurate, view of the nature of the student body than if they had seen the campus only in more sober dress. The barricade art serves as a medium for self-expression and at the same time informs the new member of the campus community of the broad range of opinion that exists among the students. Preserving this kind of opportunity for self-expression would be a real contribution to campus communication.

Informal Social Contact: The public spaces are, of course, a natural locale for contact between students, ranging from a hurried "Hi" to the formation of a small group. A group may move on to a common destination or gradually dissolve as the members pursue their individual interests.

There are few loungers and no evidence of any tendency for permanent groups to form at a specific location. The most likely spot for a group to form is at the Free Expression Area but they do not persist for any length

OUR MAN IS CURTNER

Campus poster board and a political campaign announcement

Join Day on the Main Campus Walk

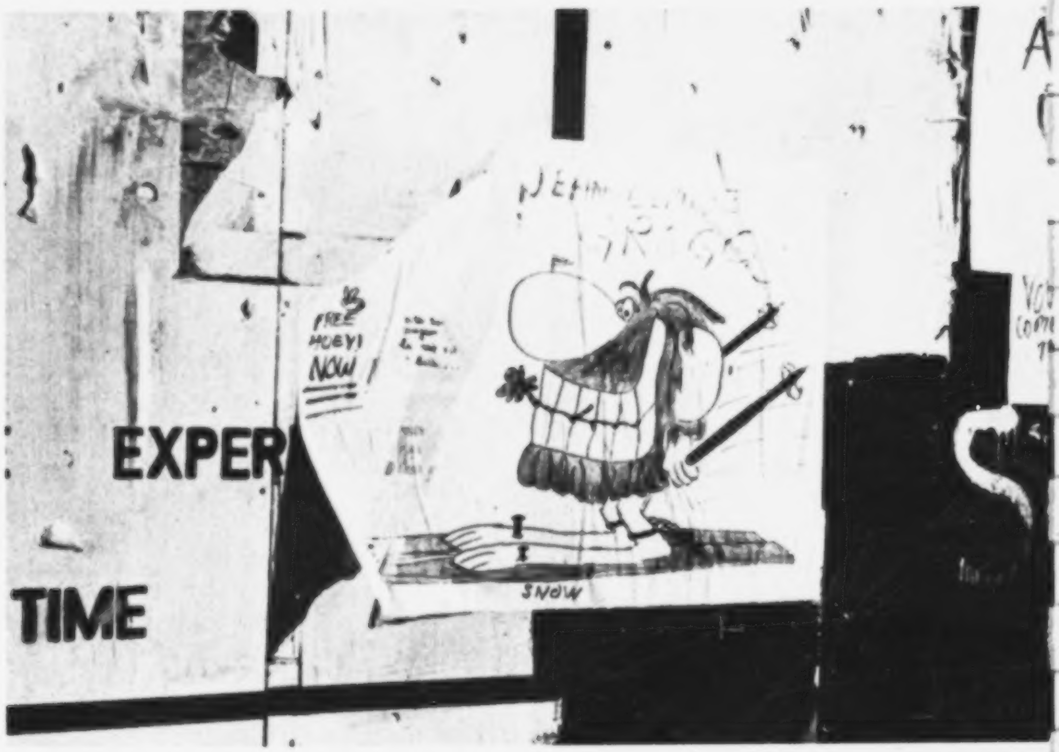
HERALD EXAMINER
LOS ANGELES TIMES

Newspaper vending machines at the Cafeteria. No point of view is excluded.

COMMUNICATION
It never stops

WHAT ARE YOU DOING IN YOUR SPARE TIME?
EPIC
EXPERIMENTAL COLLEGE

The construction barricade at the library


FREE MOBY! NOW
EXPER
TIME
SNOW

More barricade art. "Dites moi pourquoi la vie est belle."

Honda For Sale

Bulletin board at the cafeteria. The Honda market is very active.

of time. The general impression is that the students are friendly and socially responsive but do not have much time for protracted discussion or prefer an indoor location for this kind of activity.

Indoor Activity Centers

The primary focus of non-academic activities indoors are the Cafeteria, The Trident Lounge, and "Top of the North", a cafeteria on the top floor of North Hall.

The Cafeteria, which was rated by students and staff alike as the least attractive building on campus, is nevertheless a favored gathering place for students. It consists of two separate dining room wings served from a central kitchen with an outdoor eating area between the wings. A third dining room for faculty and staff was not covered by this study.

The primary attraction of the Cafeteria is, of course, as a place to eat. This by no means covers its range of uses. A head count taken at 8:30 on a Tuesday morning illustrates some of this variety:

Seats available (main Cafeteria)		552
Seats occupied		99
Activities observed:		
Eating	6	
Playing cards	4	
Playing musical instruments	3	
Studying, alone or in groups	72	
Conversing	14	

While it can be assumed that some of the students present at this time had previously eaten and then stayed on for study or conversation this is clearly not the case for all of them. Many were seen to enter the cafeteria and immediately join a group engaged in study or conversation, confirming the assumption that the cafeteria's use as a study hall and social center is not wholly contingent on its food service facilities. Furthermore, these uses are not limited to periods immediately after meals but continue throughout the day.

The observations suggest that certain locations in the main cafeteria are consistently occupied by members of particular ethnic groups. The tables at either side of the main entrance are favored for this purpose. While individuals come and go, the groups themselves seem to persist throughout the day. In this one instance, at least, the cafeteria seems to provide for a social activity not observed any place else on the campus, a form of continuing social club.

The importance of the cafeteria as a focus of activity is reflected in the intensive use given the bulletin boards at the entrance. These are covered with personal announcements concerning motorcycles, surfboards, typewriters, tape recorders, and other articles for sale, offers of personal services such as baby sitting, ride sharing, rooms for rent, and an incredible variety of other announcements.

Most of the tables are rectangular and arranged in continuous rows, a system that provides the maximum capacity and a minimum of attractiveness. Nevertheless, the system has some distinct advantages in that an individual seems to feel no reluctance to fill an empty seat at one of the long tables though he might hesitate to take the only unoccupied chair at one of the few small tables unless he were joining a group of friends or acquaintances.

The outdoor court is an adjunct to the cafeteria. There is no food service directly into the court though it is possible for students to bring food from the inside service line. The court is provided with tables, benches, and shade trees. It would appear to be an attractive area for students or anyone else, free of the noise, congestion, and rather bleak qualities of the cafeteria interior. As a consequence, it was rather surprising to find that it was not heavily used. No specific explanation can be offered for this though the same situation was noted with other outdoor eating areas. The most likely explanation is that the student sits at the closest available spot after picking up his food and that any outdoor eating area is going to find little use unless food service is immediately adjacent.

Students traditionally complain about campus food but after conducting these observations it is hard to see why. Their primary concern on this campus seems to be to take on fuel in a hurry, something they can do neatly and quickly at a vending machine in about seven minutes. The delights of a leisurely lunch apparently come later in life.

Top of the North: This cafeteria, on the top floor of North Hall, is also a busy center for study and social activity, though not quite as active as the main cafeteria. The majority of the tables are rectangular and seat six people. They are not joined in lines and as a consequence the room looks more like a commercial cafeteria than a military messhall.

Other than at peak meal hours, most of the people present are studying or engaging in conversation. Again the evidence indicates that while many of these may have eaten, a larger number appear to have come for other purposes.

There are two roof decks adjacent to the main dining room equipped with tables and benches but largely without shade or covering. These are seldom used for any purpose. The limited use they do receive is principally as outdoor study areas.

Trident Lounge: The Trident Lounge is the only facility on campus that is intended solely for student activities. It is located above the college Book Store in a two-story structure on the main campus walk.

In addition to the Student Body offices, the second floor contains:

1. An entrance lobby with bulletin boards, trophy display, and a ticket window for campus events.

2. A billiard room equipped with five billiard tables.

3. The Fireside Lounge, a large room equipped with lounge furniture and game tables. This room receives a variety of additional uses, being used for dances, motion pictures, musical concerts, receptions and large meetings.

4. A subsidiary lounge opening into the Fireside Lounge. While there is a television set in the Fireside Lounge that receives frequent use, this smaller space is used primarily as a television room.

5. A small snack bar with food service from vending machines.

Of these facilities the Billiard Room and the Snack Bar seem to be used exclusively for their intended purpose. The Billiard Room is fairly busy throughout the day though it gets very light use at night. It does not seem to attract many loungers; most of the people in the room at any time are involved in a game at one of the five tables. It is a largely male activity and while some female students were occasionally present as observers, or even as participants, they are a distinct minority.

The Snack Bar is also heavily used throughout the day though the use tapers off considerably in the evening. It is one of the few places on campus with any form of seating where studying is a minor activity. It seems likely that the facilities are so limited compared to the use that anyone who preempts a seat for any length of time may feel that he is depriving a number of people of the right to have a cup of coffee and a sandwich in comfort.

The Snack Bar opens onto a balcony running the length of the building. This area is provided with benches and while they are frequently used by students for study or for conversation, they are not used for eating as much as would be expected. Students can be seen standing in the Snack Bar when there are empty seats just outside the door.

The Heritage Room, a divided conference room may be reserved for meetings and conferences by recognized groups on campus. It is equipped with tables and chairs that can be arranged to accommodate groups of different sizes. There does not seem to be a heavy schedule of such uses (22 times between October 14 and October 25). During the course of the observations, the room was checked eleven times. On nine occasions it was being used by one or more students for study purposes. On only two occasions were meetings in progress.

As previously mentioned the Fireside Lounge, the major student facility in the building, is equipped and used for a variety of purposes, dances, movies, concerts, etc. Such scheduled events occupy very little of the available time, however, and for the most part it serves the student body as the only space on campus that can really be described as a lounge.

Twelve game tables are provided and the balance of the space is equipped with comfortable upholstered lounge furniture. A television set is located in one corner of the room. While this space is intended to be a recreation and relaxation center for students, the observations indicated that its major use is for individual and group study. Since it is operated as a recreation lounge no concession is made to those who want to study, background music is normally provided and the television set is used freely. An observer cannot help but be impressed by the fact, evident all over the campus, that when a student is motivated to study he can do so under what appear to be appalling conditions.

There are, of course, other uses. The game tables are used for chess and cards occasionally though these activities do not seem to be very popular. There are couples or groups engaged in conversation, and on a few occasions individuals were seen using the lounge to catch up on their sleep.

On only one occasion was the lounge use seen to deviate from its very normal pattern of unscheduled use. This was during the national political conventions when the great majority of the users were grouped silently around the television set.

The television room, just off the Fireside Lounge, is used primarily for that purpose. Even here, however, it is not unusual to see one or more individuals studying, completely oblivious to the strident noise of the TV set.

Summary and Recommendations

Based on the data collected during these observations it is possible to draw some conclusions that directly relate to the development of a new Campus Union Building.

Student Use of Outdoor Spaces

1. Outdoor spaces that face away from the center of the campus would not attract student users. Exceptions to this would be an outdoor space that coincided with an entrance to the campus, making it part of the major movement pattern, or a space that contained a service essential to students such as a registration center.

2. To attract a maximum number of the student population a building entrance should be immediately related to the main campus traffic pattern or the pattern must be altered to create such a situation. It should be stressed that changing the pattern would be very difficult to do and could not be accomplished solely by changing the location of walkways since it is produced by major originations and destinations rather than the location of paths.

3. It is unlikely that students who are based in one building or one portion of the campus that is not near the Campus Union will customarily use this facility. This suggests that the concept of the Union might be altered to include the provision of lounge, food, and communication facilities at selected sub-centers remote from the Union.

4. The importance of the new Union in the life of the campus will be greatly enhanced if it is combined with elements that satisfy basic student needs such as food service, student supplies, etc. More specifically, leisure time activities would not, by themselves, attract any substantial percentage of the students.

5. Communication between students, and between organized groups and students, is an ever present feature of the campus. While it is unlikely that any single location can adequately replace the present system of multiple bulletin boards, the new Union should become the communication center of the campus, accommodating all the methods observed; posters, personal announcements, card tables and sgraffiti.

6. There is at the present time no outdoor space which serves as a center of campus activity. The Free Expression Area and the forecourt at North Hall serve this purpose in part only. Providing such a space would seem to be a logical part of the Union program.

7. The tendency for some students to study outside will apparently continue, regardless of the completion of new inside study facilities, since it seems to be the result of available time and personal convenience. Assuming that the new Union will become a primary student destination, it would be desirable to provide properly equipped outdoor study areas.

Student Use of Indoor Spaces

1. Any indoor space that provides even a rudimentary form of seating and light will be used by some individuals for study. Exceptions might be spaces in which the principal activity is so intensive and distracting as to preclude concentration, bowling for example, but even this is not certain.

2. Informal but permanent social groups now appear to use the cafeteria as a base. These might transfer to a new Union if small alcoves were provided. While

this would seem to be an appropriate use for the Union, some conflict may arise if permanent territorial rights are assumed. This could probably be avoided by a proper configuration of the spaces.

3. There is at present no indoor space on campus capable of handling really large groups of students (1000 - 2000) except the gymnasium. Since the gymnasium has some drawbacks as a setting for certain kinds of programs, such a space would be a useful feature of the new Union.

4. Group study, with two or more students joined in discussion or analysis, was frequently observed. Since it is probable that this is not an appropriate activity for the library, it might receive special attention in the Union. The game tables in the Fireside Lounge were a favored location for this activity.

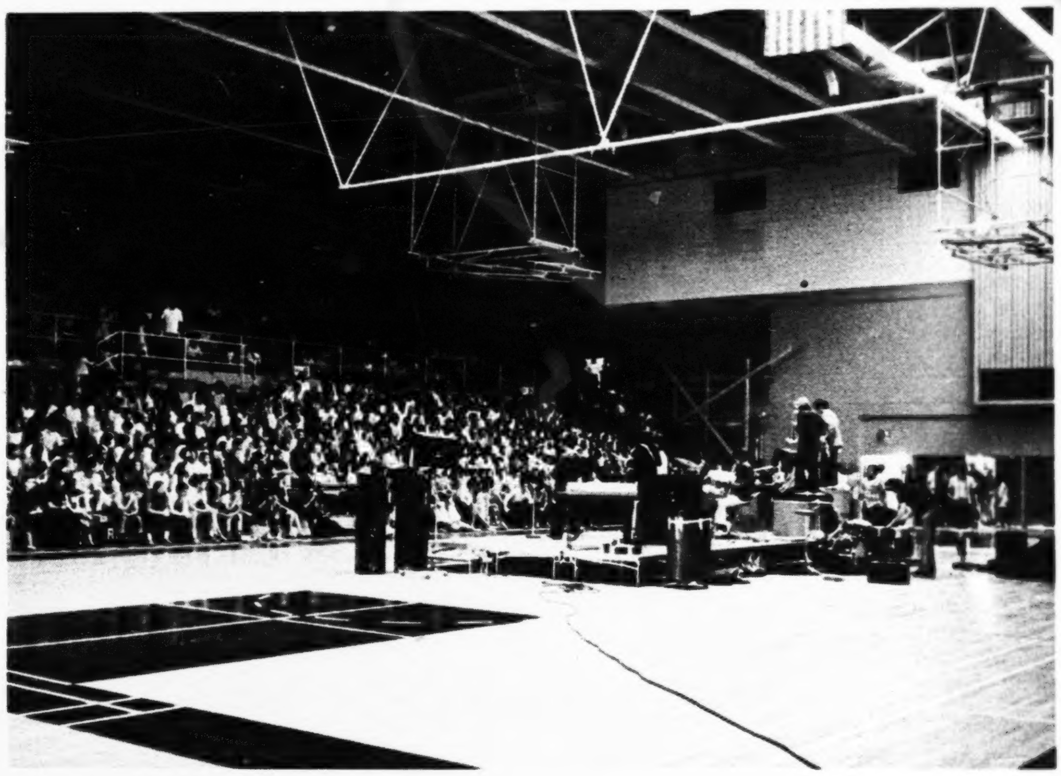
5. There is a marked tendency for students to retain a cafeteria seat after eating and engage in study or conversation. The only exception was in the Snack Bar at the Trident Lounge where seating is severely limited. There seems to be no real reason to discourage this practice except at peak hours of cafeteria use. Providing a lounge area with tables and more comfortable seating than the cafeteria chairs afford should change this practice but only if it were located immediately adjacent to the eating space.

6. Students attending concerts and film presentations in the Fireside Lounge and the gymnasium were highly transient. Many were seated before the presentation began and later elected to leave. Others entered during the performance, stood while evaluating it, then found a seat or left. This behavior seems to preserve a student's options in allocating his scanty stock of spare time and should be accommodated in the new Union facilities.

7. The attention focused on television during the Presidential Conventions suggest that a center for electronic and printed news would be a very useful feature of the new Union.

8. As the responsible party, this architect reports with chagrin that at no time, summer fall or winter, rain or shine, were the draperies on the south wall of the Fireside Lounge ever observed to be open. Nor were they ever observed open in the Heritage Room, which faces north and receives no direct sunlight. The

LEISURE TIME
There isn't very much

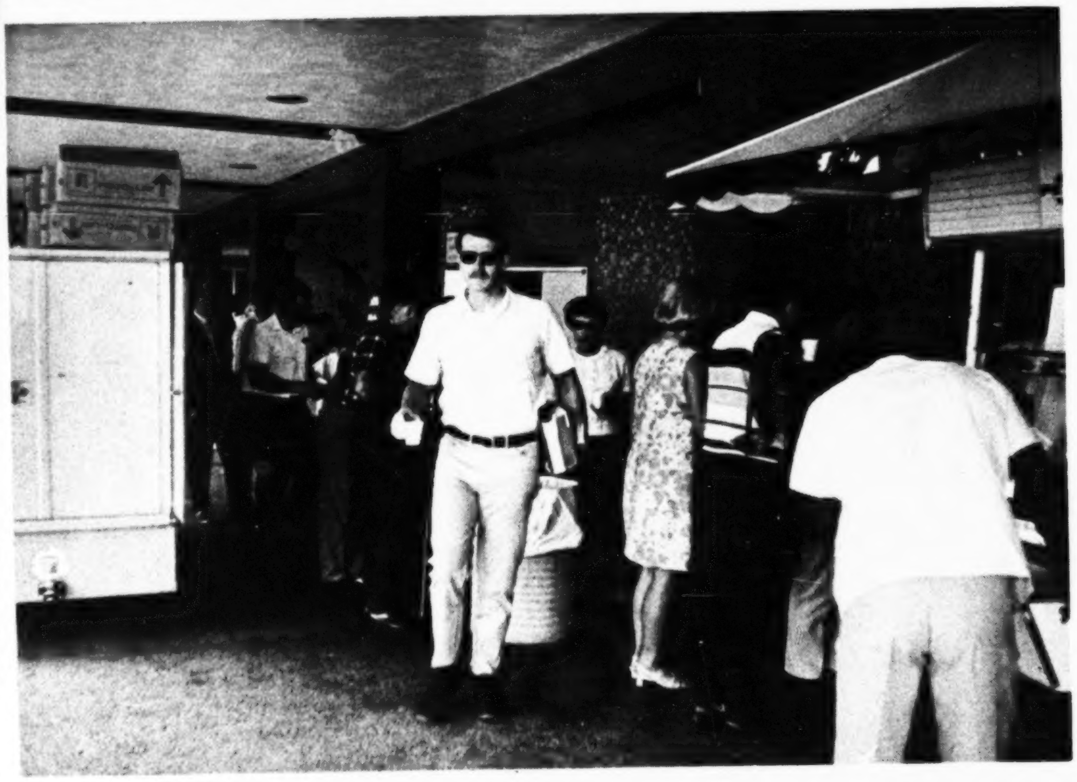


Concert in the Gym
There is no other place for large groups to assemble.

Circle sing at the Free Expression Area
Six students sat in a circle on the grass and began to sing folk songs. In twenty minutes the group had grown to this size and was still growing.

Television in the Fireside Lounge.
Not usually a popular activity but during the national political conventions, the TV sets were surrounded by silent students.

Concert in the Fireside Lounge. A number of empty seats are available. The standees are preserving their options to leave quietly and quickly.



Snack cart at North Hall. Quick snacks are a favored leisure time activity.

The Cafeteria between meals. Different ethnic groups have permanent headquarters at certain tables.

assumption is that the students using these rooms are intent on their own purposes which do not include contemplating a view of the campus.

9. The use given the spaces studied is heavy and continuous and it is evident that the furniture and finishes, notably in the Trident Lounge, were not uniformly equal to the task. This is not intended to imply that the students were destructive. In fact, their observed behavior, indoors and out, was mature and responsible. It does suggest that durability is a matter of real concern in selecting equipment and finish materials.

Conclusion

The technique described here is not an expensive one and yet it was capable of producing information that will be of great benefit in planning and design. It identified the way in which students adapt facilities to their own purposes and the way they ignore facilities that do not serve their purposes. In both cases the information is of direct economic and utilitarian benefit.

The major traffic pattern on campus was studied and its effect on building location and entrance design established. The development of a "sub-campus" at North Hall was identified and its effect on the campus development was analyzed. In fact a substantial list of items concerning observed use, or non-use, was developed.

It is true, of course, that the behavior and use that was observed might be different if the campus facilities were different. As a consequence, it would be unwise to generalize broadly from these findings about what might take place on other campuses. Nevertheless, for this campus this data is relevant and is apt to be for some time in the future.

If this observation program did nothing more than remind us of the remarkable diversity on campus, diversity in objectives as well as in people, it would have served a useful purpose. The businessman coming with his briefcase for evening classes is a world apart from the senior student in Fine Arts. The middle-age housewife, picking up the classes she lacks for a teaching credential, shares little interest in campus social life with the freshman girl trying out for the Pep Squad.

Seeing them as real people instead of statistical abstractions cannot help but lead to design that is better related to human use.

CHAPTER IV: INTERVIEW DATA

Deriving building recommendations from the observational data, as was done in the preceding chapter, is a relatively straightforward procedure and is not difficult to follow. Deriving recommendations from Doctor Lasswell's analysis of the interview data is much more complex and the relationships may not be immediately apparent. It is not an automatic process in which given data produces precise answers. It requires the exercise of judgment concerning emphasis and priorities and some familiarity with recent studies concerning the way people use buildings.

Since judgments are required it is important that they be identified so that they can be reviewed and evaluated by others. This is particularly true with regard to "conservative" and "radical" concepts. As used here these terms have nothing to do with political philosophy. Existing attitudes are termed conservative and any proposal to change these attitudes would be considered radical. In this sense, any proposal to shift the focus of the campus toward an emphasis on scholarly research would be a radical one since it is directly opposed to the conservative, student, view that the current emphasis on career training should remain unchanged. Obviously, it would be extremely presumptuous for this writer, or anyone else to ignore the expressed views of the campus community. It would, in fact, vitiate the special purpose and intent of this study. Nevertheless, this unique array of data makes it possible to identify some blank spots in the image of the various campus groups and a failure to deal with these would waste a valuable product of the research.

As a consequence of these considerations a specific procedure has been followed in establishing priorities and evaluating radical changes.

1. The consensual model described by Dr. Lasswell has been adopted as the basic description of the objectives of the new structure.

2. The consensual model strongly supports the idea that the proposed building should reflect the image of CSCLA students rather than the institution or any other group. In keeping with this priority, the student model has been accepted where it conflicts with the consensual model.

3. Where the other models differ from the consensual model and the student model the differences have been analyzed to determine whether they are completely incompatible or simply represent a supplementary point of view. If they are compatible they are retained as part of the description of objectives.

4. Radical models (departures from the expressed objectives of the campus groups) are only proposed where they would provide an alternative for conservative behavior, not a substitute.

As each section of the interview data is taken up a brief reference is made to some of the principal points of view expressed in order to make the planning proposals that follow reasonably intelligible. The recommendations were based on Dr. Lasswell's complete analysis, however, and the reader is urged to study his complete text in Appendix A.

Following this procedure, it is possible to describe a series of objectives that define the purposes the new building will serve.

Primary Goals of the Campus

The consensus on goals is very clear, describing the purpose of the campus as serving the requirements of the students for training, equipping them for the activity of their choice, upgrading them in their present career, or providing them with a general education in Letters, Arts, and Sciences. The general concept is one of a "career-training agency".

This practical view is supported by the characteristics of the student body; 26 years of age, working 23 hours a week, and spending only 1.5 hours a day on campus outside the classroom. Clearly, many of the students do not have time available, or do not choose to make time available, for extended campus activities outside the classroom.

Deviations from the consensus were found in the Faculty and Staff Models. Both groups felt that a primary goal was to "bring together a faculty of mature thinkers and scholars to provide a maximum opportunity to explore new ideas", a goal the students considered irrelevant.

Proposal: To serve this description of campus goals the new building should have certain characteristics:

1. Assist students with their time and schedule problems by providing them with a place where they can satisfy their needs quickly and efficiently. It is possible that this need can best be met by expanding the Union concept to include satellites, or sub-centers, at key points as suggested by the observations.

2. Further the students career orientation by providing facilities where they can meet and learn from off-campus experts as well as the members of their own faculty.

3. A corollary point would be the provision of facilities that would be especially attractive to both faculty and off-campus experts.

4. A building conceived as a center for large scale social activities would not seem to fit the objectives of the campus.

Deviations: Insofar as the building is concerned, the faculty goal of "a community of scholars", does not appear to be in conflict with the consensual goal. It would be served, to some extent, by point "3" above.

Motives of the Students

The consensus was also clear with regard to the motives of CSCLA students. "Career training" would be the general term describing these motives.

Deviations: The faculty model deviated from the consensus in believing that most CSCLA students come to learn a special discipline.

Proposal: The comments listed under goals, above, would apply equally well to the motives. The faculty view on motives do not seem to be in conflict so far as the building is concerned.

Architectural Taste

With the exception of a uniformly high regard for the Trident Lounge and a uniformly low regard for the Cafeteria, a considerable variation in architectural taste was expressed. It is interesting that both these buildings, regardless of architectural merit, are heavily used by students and for much the same purpose.

Students and alumni are reasonably well satisfied with existing campus architecture though the students would lump the old Library with the Cafeteria as not appealing. The faculty disagrees, rating the old Library as appealing and expressing "no opinion" on a large number of the buildings.

The administrative sample was most radical in their reaction to campus architecture, giving an "unappealing" rating to every building not found in the consensual model.

Proposal: Dealing with this data without getting involved in subjective architectural values is difficult. There is, however, one objective difference between the popular Trident Lounge and the other buildings existing at the time of the study. All the buildings on campus, with one exception, were designed by a single agency and have many characteristics in common. They could be described as being consistent. The sole exception, the Trident Lounge, was designed by a different architect, possesses different characteristics, and could be said to be in contrast to the general campus architecture.

It seems probable that at least part of the appeal of this building is due to this contrast factor, one which would not exist if the campus background were not uniform. In addition, this building has been singled out for recognition as an outstanding example of collegiate architecture in California and as such is a source of pride to the entire campus community.

Based on this evaluation, it can be said that the new College Union should be distinctively different from the general campus architecture. It should symbolize the student population as contrasted to the institution, the academic community, or any other campus group.

Desirable Aspects of the Union (Desiderata)

Consensus does not have much to offer on desiderata, agreeing only that good design and informal meetings between students are desirable. The students, however, are very clear on their views. They see the building as providing for leisure time activities, recreation, and services. They also support its use for para-academic activities, student meetings, and as a focal point for campus activities.

They are equally clear in what they do not want, specifically classrooms, administrative offices, and separate

TRIDENT
LOUNGE AND SHOP

MAIN WALK. Chance meetings like this occur frequently.

lounges for men and women.

Deviations: The alumni differ significantly on only one point, feeling that facilities for guest speakers are extremely desirable. Faculty would add "informal meeting place for faculty and students" to this list. Administrators, in turn, feel that "public recognition" would be extremely desirable.

The staff would rate "focal point for campus activity" as being even more important than the students do.

None of these deviations contradict the main interests of the students.

Proposals:

1. In order to be a focal point, the building must be located at a central location relative to the major campus movement pattern. The observations of campus movements strongly suggest that, regardless of the facilities provided, such a location is crucial.

2. Provisions for leisure time activities would include those that observations indicate are presently popular:

    a. Informal social contact and conversation. (By all odds the most popular social activity on campus.)

    b. Games and pastimes such as cards, chess, checkers, and billiards. Both interviews and observations indicate that these interests are marginal and do not occupy much of the students' time. Nevertheless, they are used by some.

    c. Displays that would attract or inform the students.

    d. A quick snack and a cup of coffee. Along with conversation, this seems to be the favored leisure time activity on campus.

    e. A news center where the students could inform themselves on campus news and off-campus news. This could include a representative sample of newspapers, a news wire Teletype, and television. Television is of particular value when events of special interest to the students are taking place.

3. Recreation requirements clearly overlap those for leisure time. In addition to the recreation activities

listed above, table tennis and bowling might be included. The primary limitations would be that these activities do not require long periods of time and little or no money.

4. It is in providing services that the new building may best serve the expressed concern of the students. Such services can help them significantly with their time problems and, hopefully, their concerns about money. If a student with only thirty minutes to get to his job after class could satisfy some pressing personal needs before leaving the campus it would certainly help in both regards.

   a. Books and supplies
   b. Food and beverages
   c. Post office
   d. Banking service
   e. Barber shop - beauty parlor
   f. Travel and entertainment tickets
   g. Information on student activities and events
   h. Self-service laundry and dry cleaning
   i. Shoe repair
   j. Public telephones
   k. Lockers
   l. Bill paying agency
   m. Directory for student sales and exchanges
   n. Pharmacy

5. Meeting facilities would cover several meanings of the word.

   a. Meeting rooms for campus groups. The interviews indicated that 28% of the students never attend meetings on campus, 47% attend meetings that seldom exceed five people, and 25% attend larger meetings that never exceed 60 and are generally smaller. This suggests a series of meeting rooms that are sized to accommodate a maximum of 20 people but can be subdivided for smaller groups. The need for larger meeting spaces is marginal but one room for groups of 50 or 60 would be useful.

   b. Informal student meetings, the unplanned formation of small, temporary, social groups really falls under the heading of a leisure time activity. This use would be promoted by making the building a focal point of activity, a place where many of the students would be induced to come for one reason or another. It would be served by focusing traffic so that contact would occur, and providing informal spaces, alcoves, benches, ledges, etc., where groups could form.

c. Informal student meetings with members of the faculty would be promoted in the same way. It would be necessary, however, to pay particular attention to facilities that would attract members of the faculty to the building. The services listed previously, post office, news center, etc., would undoubtedly attract faculty members on occasion if they were invited to use them. Especially attractive food specialties would be a strong drawing card as would the service of beer and wine.

d. The alumni emphasis on providing facilities for guest speakers does not contradict the desires of the consensus or the students. The meeting spaces previously defined would suit this purpose. A more useful concept, however, would be to schedule such presentations in alcoves or other areas opening off the main public spaces. Such presentations, with the audience grouped around the speaker in an informal "theater in the round" arrangement, promote communication. This configuration also serves the "constructive use of leisure" by making it possible for students with a limited amount of time to join the group without the constraint they might feel about entering or leaving a formal lecture hall. Observations indicate that this kind of option is attractive to students at concerts and would probably be equally attractive at other kinds of presentations.

e. Facilities for para-academic activities could include:

   (1) Student government
   (2) Campus publications
   (3) Offices of student or student-related organizations

f. The Administrators' feeling that "public recognition" would be an extremely desirable characteristic of the new Union Building appears to be in conflict with the student view that this building should be oriented to their particular needs. This would not be true, however, if public recognition were given to the building and the campus for having an outstanding center for student activities. This kind of result might be produced in several ways.

(1) Recognition in the academic world as an especially effective solution to the problem of student needs. The fact that the project is based on a unique technique for determining needs and objectives, the study that is reported here, would contribute to such recognition.

(2) Recognition as a noteworthy architectural expression, a result that is entirely possible without altering more primary objectives.

(3) The broadest public recognition would be apt to come from public involvement in the building, its use as a resource for the community. Due to the limited use given the present lounges in the evening it is apparent that parts of the new building could be made available for public use on occasion without impairing student use. Inviting such public use would have to originate with the students, however, and not be assumed as part of this program.

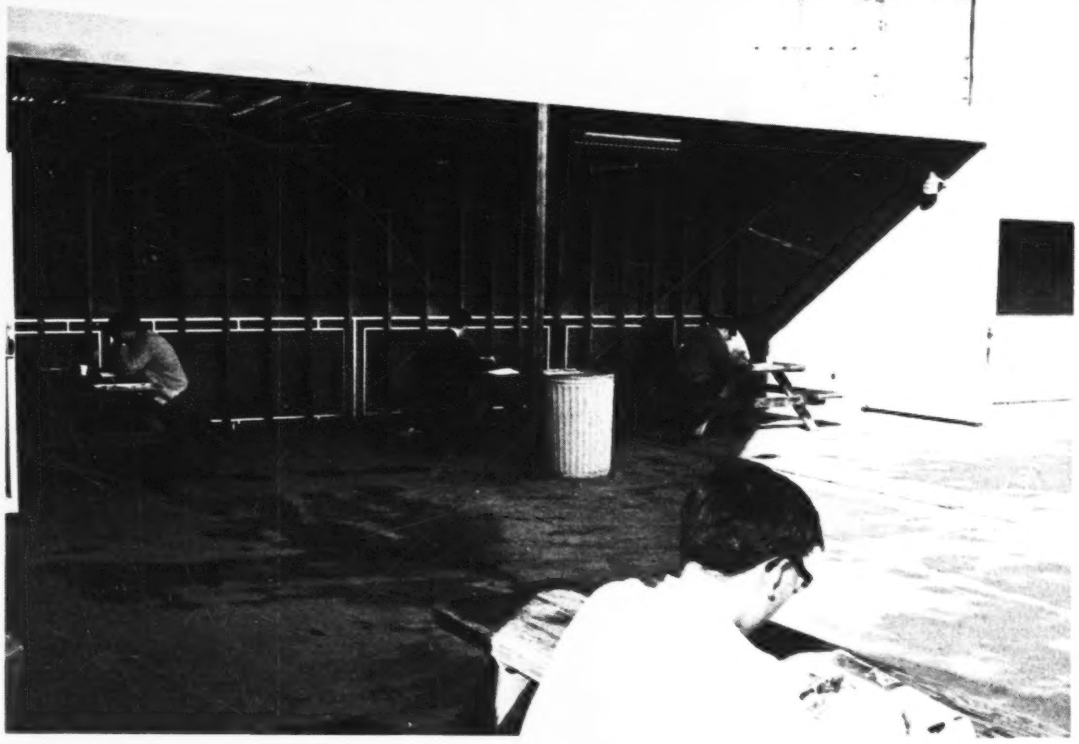
The program should assume that such an option is possible and organize the space so that if the students elected to share their facilities it could be done with a minimum of conflict.

Values Reflected by the New Building

Consensus rated "Functionality" and "Efficiency" as extremely desirable and the students added "Independence" (considered to mean freedom from coercion) to this list. The students also rated "Social Awareness", "A Cultured Atmosphere", and "Respectability" as desirable in addition to the eight values ranked by consensus in this category. These were:

Social Harmony
Relaxation
Recreation
Socialization of the individual
Student - Faculty interaction
Self expression
Meeting new people
Academic atmosphere

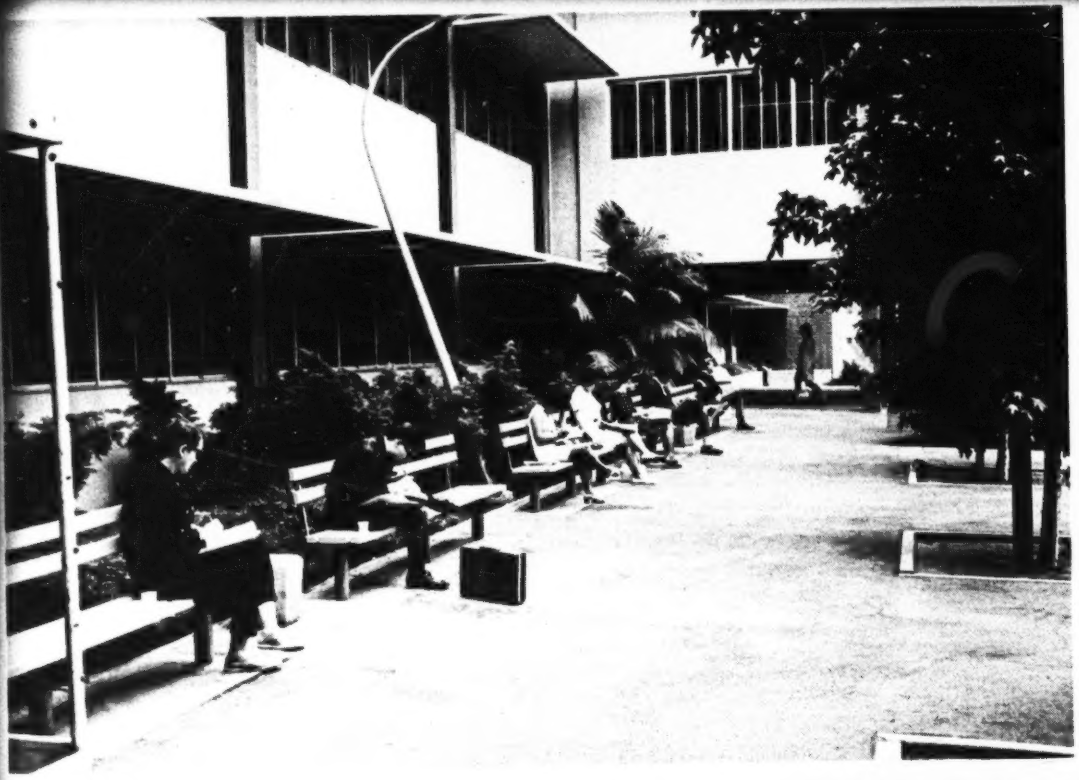
STUDY
It goes on everywhere



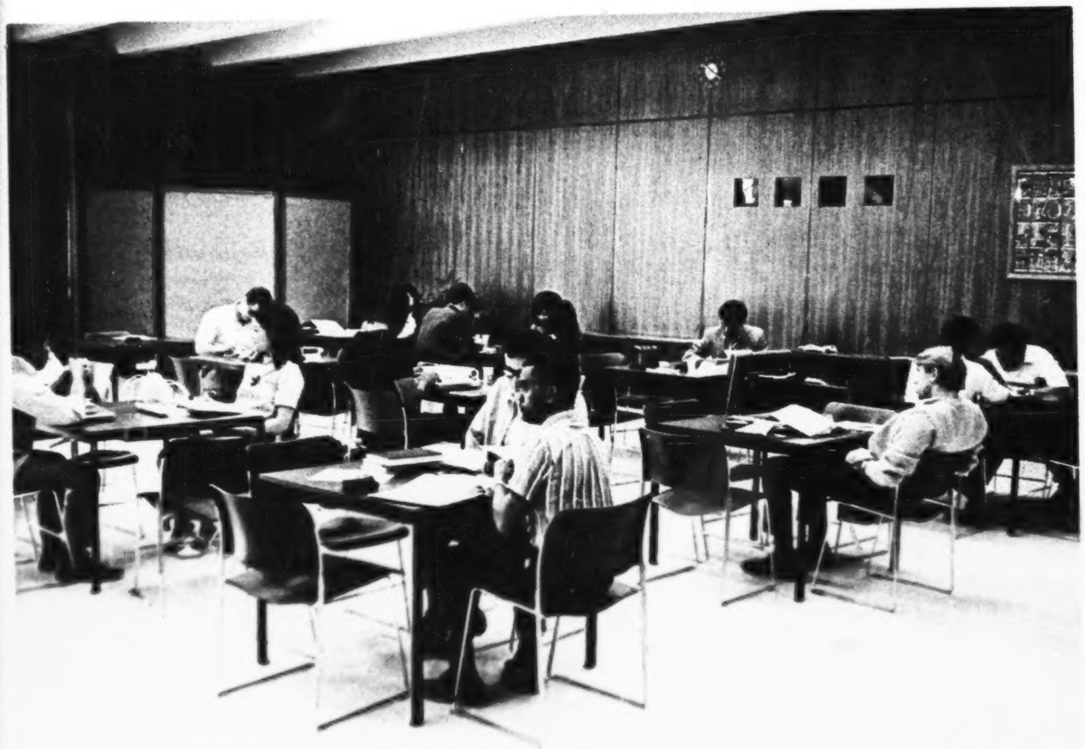
Roof deck outside
"Top of the North"
Cafeteria

Side entrance at North Hall. Comfort isn't important.

Conference Room,
Trident Lounge



Forecourt of North Hall. This kind of bench arrangement is not very good for either study or socializing.



Game Tables in the Fireside Lounge. A favored area for group study. One chess game is in progress, everyone else is studying.

Entry court at the Bookstore.

The alumni seconded the student point of view but the faculty would add an additional group of values:

Beauty
Self respect
Creativity
Learning
Self discovery

The administrative sample rated a democratic outlook as "very desirable" and rated respectability as "desirable" rather than "extremely desirable". The staff, however, would add constructive use of leisure and citizenship.

Self-respect was rated "extremely desirable" by the community sample which was equally emphatic in considering unique and memorable architectural design as "undesirable". No group regarded this particular value as being important but the community sample was unique in regarding it as an undesirable characteristic, possibly due to connotations of high cost, taxes, etc.

Proposal: It is apparent from the above that there is no strongly focused concept of the values that should be reflected in the new Union. Whether this represents a true conflict in views or is a product of the abstract character of the terms dealt with is not clear.

At any rate, there are a few statements that reflect very clear priorities:

1. The high rating of functionality and efficiency and the non-rating of unique and memorable architectural design establish a clear mandate. The new building must serve its purpose well and abstract architectural values must be subordinated to functional considerations if necessary.

2. Independence or freedom from coercion which was rated so highly by the students indicates that the students wish to feel free to behave in this building according to the standards of the student body, not those imposed by others or by their surroundings. This does not imply irresponsible behavior, since the student standards may be very high. (Observations indicate that student use of indoor and outdoor spaces is mature and responsible.)

   The essence of this point is that it would be undesirable if the new building were designed and equipped with such expensive or fragile materials that students would not feel free to relax on their own terms. While some areas may be more formal than others and equipped with carpet, upholstered furniture, etc., the general atmosphere should be one of informality and freedom of action. Student concern for a cultural atmosphere and respectability would preclude the Union from degenerating into a littered mess.

3. The value placed by the consensus on socialization of the individual, student-faculty interaction, and meeting new people, could best be accomplished by facilities that would attract students and faculty and a configuration that would create contact. The kind of facility necessary for this have been previously described. The configuration that would best serve this purpose would focus traffic in a central area and would employ a series of interlocking, multi-level spaces serving different functions rather than separate rooms.

4. Consensus ranks self-expression highly and the faculty would add creativity and self-discovery. As noted in the observation summary, the spontaneous self-expression found on the construction barricades seems to serve a real need. As a consequence, it would be desirable to provide, on a major approach to the building, a wall, or series of surfaces, on which this kind of sgraffiti would be permitted, perhaps to be painted over each quarter.

   In addition, there should be a wall or gallery inside the building where students could display work of their own; poetry, painting, cartoons, essays, etc. A further feature would be a space, accessible from the main public spaces but with sufficient acoustic control so that it would not constitute a nuisance, where individuals or groups could play, sing, or give poetry readings. No sound systems or amplifiers should be provided, however, since it should not be possible for anyone to force others to listen.

Image of the Union

All samples agree that the building should reflect the image of CSCLA students. Since there is considerable variety in the student population, this is not a very precise description, but it does signify that student concerns must be paramount in the design of the building.

"Congeniality" was considered extremely desirable, and "Comfort" was rated almost as highly. "Economy", "Retreat", and "Unity with the general community" were given a neutral rating.

Students considered "utility" desirable and the alumni placed "utility" and "permanence" in the extremely desirable category. The faculty would expand this list by adding "enjoyment", "peacefulness", "informality", and "creativity".

The administrators would add "stability".

Proposal:

1. Without getting involved in highly subjective judgments on the meaning of a "student image" for the building, it is nevertheless clear that, if the present buildings on campus represent the academic institution, the new Union should have a distinctly different appearance if it is to satisfy this requirement. It might have some of the characteristics of the Trident Lounge which students seem to identify with, or it might have a completely different form and vocabulary of materials.

   There would be no interest in what architects would term a formal or balanced design. The building should not have a closed appearance, or give the impression that it is exclusive, but present a feeling of open invitation. If the budget permits, it would be appropriate to use an air screen at the entrances and keep the doors open except in inclement weather.

   In selecting materials and the design approach to this building, it should be noted that an extensive use of glass would not be particularly useful. The observations are specific on this point.

2. "Congeniality" and "comfort" are also terms that are difficult to translate directly into architectural specifications but they do, at least, suggest characteristics that would not be appropriate. The building spaces should be bright and cheerful rather than dark and solemn. The studious calm of the library would not be appropriate.

   The finishes and furnishings should invite an easy, comfortable informality rather than reflect a restrained, formal atmosphere.

3. "Utility", "stability", and "permanence" deal with similar images and can best be represented by a building of permanent materials constructed to reveal that it is not of a transitory nature. This quality might be characterized by saying that the building should convey the immediately apparent impression that regardless of how succeeding generations of students may elect to use it, it will still be there to serve generations yet to come.

4. The faculty interest in "peacefulness" and "informality" are to some extent contradictory. Without contradicting the student aims, these two terms would suggest that different spaces be treated in different ways, and that while the primary areas may be devoted to informal, and relatively unrestrained activities, at least one area should be treated as a quiet and peaceful retreat.

Strains

Consensus was high on the kinds of strains or concerns that the various samples felt about the campus. They agreed that most of them weren't serious. The two that did concern them were the problems of limited personal funds and vocal students receiving more than their share of attention.

Some concern was expressed by the alumni over the strain between affiliation with the student body as a whole and affiliation with a particular department or organization. Since the students did not regard this as a concern we must assume that things have changed on the campus or that the alumni recognized, in retrospect, that they were subjected to the strain of divided loyalty that the students are not aware of.

"Freedom versus responsibility" and "authority relationships between students and employees" were of real concern to the faculty. Administrators were split on the question of "freedom versus responsibility" either viewing it as a matter of little concern or of great concern. The staff also split on this question. The community sample regarded both "freedom versus responsibility" and "authority relationships between students and employees" as matters of considerable concern.

Proposal:

1. The Union must clearly represent to the student a place that provides him with both services and activities

that will cost him little if any money. This does not mean that services or recreations requiring money be excluded from the building, but that they be subordinated to activities that are free. To the greatest extent possible the student should have access to newspapers and magazines that would be costly elsewhere and be able to enjoy leisure time activities, cards, chess, billiards, table tennis, etc., without charge. It would be very desirable if the Union could offer the student a free cup of coffee. Such a gesture, by itself, might make the Union an automatic stopping place for every student.

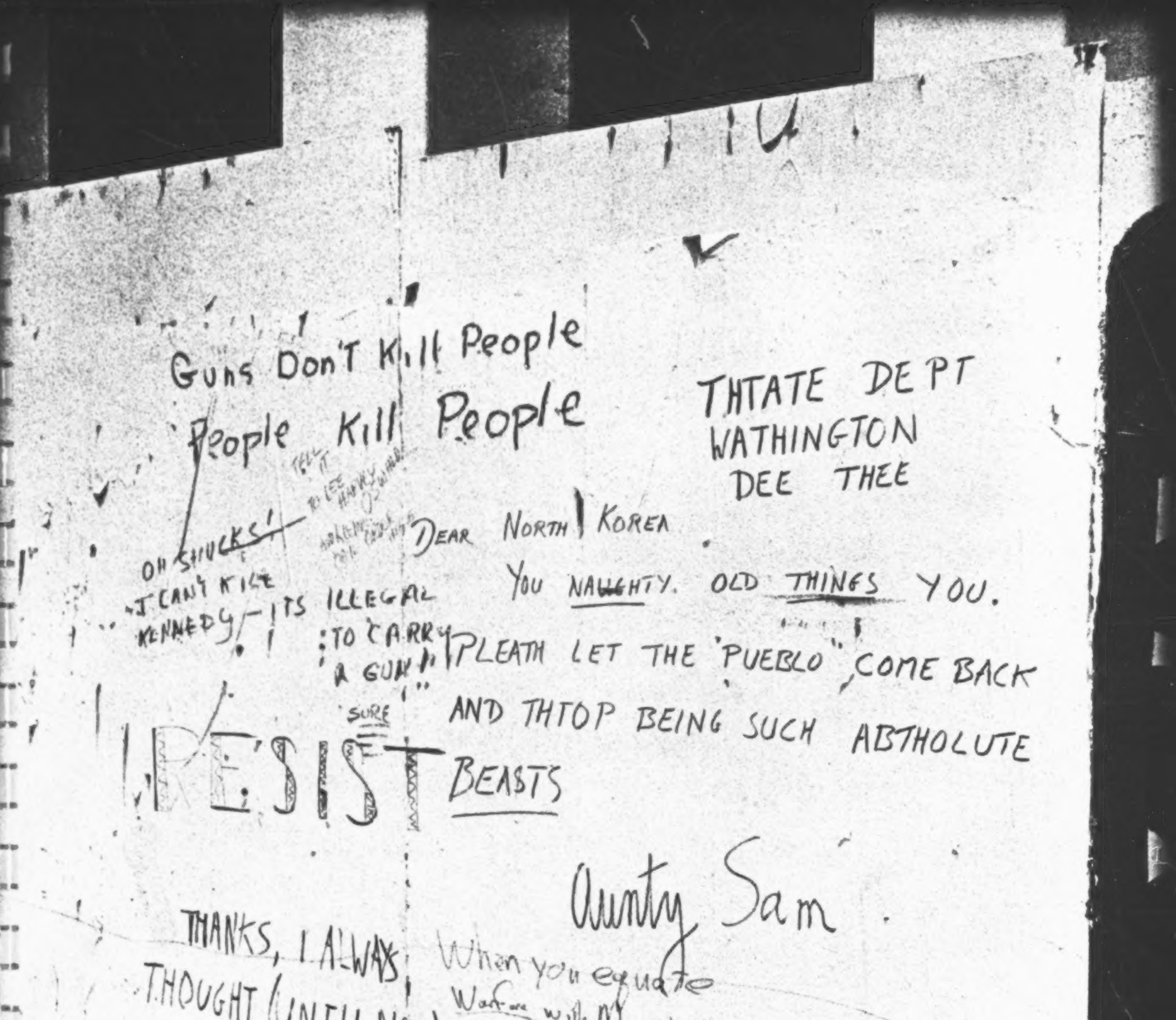
2. So far as this building is concerned, "freedom versus responsibility" and "vocal students receiving more than their share of attention", appear to be issues that could only be dealt with in operating the Union rather than through the nature of design. Placing operating control in the hands of an agency representative of the students would seem to be the best technique for dealing with these concerns.

3. The strain or conflict of divided loyalty that concerns the alumni could be resolved in part by making the Union a center for student organizations as well as the student body. This arrangement would serve to emphasize the relationship between the parts and the whole. To the extent that the facilities and program already described will draw students from all departments on campus, this relationship will be strengthened even more.

4. The design of the building can contribute very little to the concern about authority relationships between students and employees. The most likely contribution, already described, would be to promote contact between employees and students in a building where they meet as equals.

Radical Models: The general concept outlined in the previous pages is that of a building focused on the services and activities required by the students during the period of time they are on the campus. Academic facilities such as classrooms and lecture halls have been specifically excluded, and there has been no effort to provide for formal social events such as dances and banquets.

One radical model that might be considered (radical in the sense that it would be at variance with the existing, or conservative, concept) would stress facilities for such


Guns Don't Kill People
People Kill People
TELL IT TO LEE HARVEY OSWALD
OH SHUCKS!
I CAN'T KILL KENNEDY! – ITS ILLEGAL TO CARRY A GUN!"
SURE
I RESIST
THTATE DEPT
WATHINGTON
DEE THEE
DEAR NORTH KOREA
YOU NAUGHTY. OLD THINGS YOU.
"PLEATH LET THE "PUEBLO" COME BACK
AND THTOP BEING SUCH ABTHOLUTE
BEASTS
Aunty Sam
THANKS, I ALWAYS
THOUGHT (UNTIL NOW)
THAT MY 5 CHILDREN
WERE BEGOTTEN WITH
AN S&W 38
When you equate
Warfare with Masculinity
That says some-
thing about your
Psycho-sexual development
PANSY
POWER
A GUN IS NOT A PENIS
or Vice-Versa

BARRICADE DEBATE. Open to everyone. It reads (roughly) from top left to right, down, and concludes (for the moment) at bottom left with an expression of sympathy for the wife.

social events in the hope that the Union might become something of a social club. Such a model would be based on the assumption that, regardless of how the students feel, a more active campus social life would benefit them and their attitude should be changed. In view of the fact that very few students live near the campus, the limited amount of time most of them have for such activities, and the average commuting time (approximately thirty minutes), forcing such a solution would be highly inappropriate.

There is no reason, however, why a more active social program could not be regarded as a feasible option or alternative. The public spaces of the Union could easily be organized to provide for dances, receptions, and similar social events without conflicting with their primary purposes. In other words, a separate ballroom is not justified by the data but adapting the main lounge for such uses offers a reasonable way to preserve an option that might be very useful in the future.

In the same sense, it would seem more appropriate to remodel the cafeteria for banquet purposes than attempt to provide the extensive food handling areas that would be required if this kind of activity were incorporated in the Union.

An alternative radical model would treat the Union as part of the academic plant, relating classrooms and lecture halls to the lounges and recreation areas on the assumption that both kinds of spaces further the learning process and that the distinction between them is an artificial one.

The observations suggest that something approaching this concept already exists at North Hall, which has the characteristics of a sub-campus. Nevertheless, to force this solution in the new Union would be very risky in view of the clearly expressed opposition of the students to such an arrangement.

This radical model might be altered, however, to conceive of the Union as a center for non-formal learning experiences; exhibits, student-sponsored lectures, and symposia. At this point the proposal is no longer radical since it conforms to facilities that can be inferred from the expressed interest of the campus community in career training, self-improvement, self-discovery, and the creative use of leisure time. In a sense, the samples have produced their own radical proposal.

CHAPTER V: THE PROGRAM RECOMMENDATIONS

Based on the proposals detailed in the preceding chapters it is possible to describe a Union that is uniquely relevant to the needs of this campus. Its general nature, particularly the character of operation, can be better conveyed by a narrative description than by the more usual list of facilities.

Site and Approach Characteristics

This building must be as different from the general campus architecture in design as it is in function. Located at or adjacent to the Main Campus Walk it is, in a sense, an extension of this thoroughfare.

The approach, or forecourt, will not serve as a neutral approach but as an integral, functioning, part of the building, providing for a considerable number of the required activities. As a consequence its design must be considered part of the building design rather than part of the general campus landscape.

The forecourt will be the primary outdoor social center and activity center on campus. In addition to providing necessary services it is intended to produce some specific social and educational benefits, bringing together all segments of the campus community in order that the faculties and students of all departments have the maximum opportunity for informal contact and exposure to new people and new ideas. This will not happen automatically because it is a "desirable goal". It will only occur if there are positive attractions that motivate these individuals toward the Union, inducing them to rank it highly among the many options they have for employing their limited time resources.

The research data indicates what these attractions should be. The manner in which they are arranged is part of the architectural design solution, but it is clear that they should be deployed to provide a sequence of events leading imperceptibly to the part of the Union that is enclosed, the building itself.

1. Outdoor news center with some form of television projection. Visible from the primary movement path to the Union so that a student can pause, elect to move on, or decide to stay and watch, either sitting or standing. Its use is primarily intended for periodic

public events in which students have a deep interest. Some form of seating should be provided, either benches or steps, and it is probable that this use may be combined with other uses.

2. A sheltered bulletin board or center for campus announcements. This would be a controlled board, available only for authorized use in announcing campus events.

3. Card table area. This should also adjoin the main movement pattern and provide a centralized area for card table and temporary booths of the kind typically used on campus for recruiting for campus organizations or enlisting support for some cause or activity. Such activities will take place adjacent to main thoroughfares whether special provisions are made or not. Any attempt to divert them to some cul-de-sac or backwater is probably fruitless.

4. Sgraffiti panels. Some walls or surfaces should be made available to permit students, or anyone else on campus, to continue the light-hearted cartoons and exchanges that are a feature of the construction barricades. Surfaces should be very durable and of a type that could be painted over at the end of each quarter. Given proper architectural treatment, these panels can be a handsome frieze as well as a fascinating reflection of the infinite variety of thought and opinion on campus.

5. Outdoor study areas. This is one activity that does not have to directly adjoin the main traffic way though it should be easily accessible. The characteristics that distinguish it from an outdoor seating area are the incorporation of tablet arm or study tables in conjunction with the benches, ledges, or other sitting surfaces. Great care should be taken not to perpetuate the long, unbroken bench lines that are seen elsewhere on campus since they are particularly unsuited to group study or normal social conversation. Seating should be organized in hollow squares, re-entrant angles, or any configuration that permits a group to form or an individual to sit alone.

   The study area must be related to the food service kiosk in order to accommodate the need, or desire, of some students to eat while they study.

6. Food service. Outdoor food service should be limited to coffee, soft drinks, and sandwiches or other packaged foods.

7. Outdoor assembly area. The campus now provides a Free Expression Area adjoining the gymnasium. Duplicating this facility at the Union would not be necessary and to some extent would be undesirable. Musical concerts or programs of political debate tend to dominate their immediate area and to force the attention of individuals who may wish, or need, to be otherwise occupied. The Union area should be neutral ground, where every shade of opinion may be expressed but not to the point where it interferes with the activities of others.

8. Outer entrance. The forecourt that has been described is strongly oriented to the center of the campus and the main campus walk. Another entrance for the guest, visitor, or new arrival from off campus must also be provided. Since such arrivals must perforce come by car, this entrance should be related to the main street serving the school.

   This entrance must provide a place where guests may be received, or where visitors can get the information they need about the school, either through permanent maps or an information center. Visitor parking must be available and its location clearly apparent. While it may seem a pointless admonition, the identity of the school should be made clearly apparent at this entrance. This should not be considered a building entrance. It will either provide an option of entering the building or the forecourt, or bring the visitor directly to the forecourt and thence into the building or any other location on campus.

9. Design considerations. The design of the forecourt as a formal open plaza would severely hamper its use for the stated purposes. One of its functions is to focus traffic and increase the opportunity for contact. The horizontal surfaces should be suitable for intensive traffic and be different in areas of different use, providing a form of tactile coding. Particular attention must be given to insure that these surfaces have a low reflection factor to avoid the intense heat and glare that is found elsewhere.

   The full shade of overhead structures and the partial shade of trees will be needed to provide areas that will give the users an option in satisfying their own preferences. The design treatment of the transition from the forecourt to the interior of the Union will require special care. It should be imperceptible, if possible, using an air curtain or leaving the doors open in all but inclement weather. Normal doors are an annoyance to students who are heavily burdened with books and briefcases.

10. Union sub-centers. The concept of the Union as a single center of indoor and outdoor activities does not precisely satisfy the evidence collected. It would be more accurate to describe it as a group of services and activities, some of which benefit from being centralized, and others that would be more useful if they were dispersed in sub-centers. Such a sub-center would be very desirable at North Hall, one terminus of the campus circulation pattern. This sub-center should provide a permanent kiosk replacing the present snack cart. The outdoor lounge that has spontaneously come into being in the forecourt should be partially covered and enclosed and provided with better study facilities. The entrance arcade could continue to be used for card tables and displays and a bulletin board for campus communications added.

    Such a sub-center would also be desirable at South Tower when it is completed. An alternative possibility is to keep the Trident Lounge as a sub-center for the south portion of the campus.

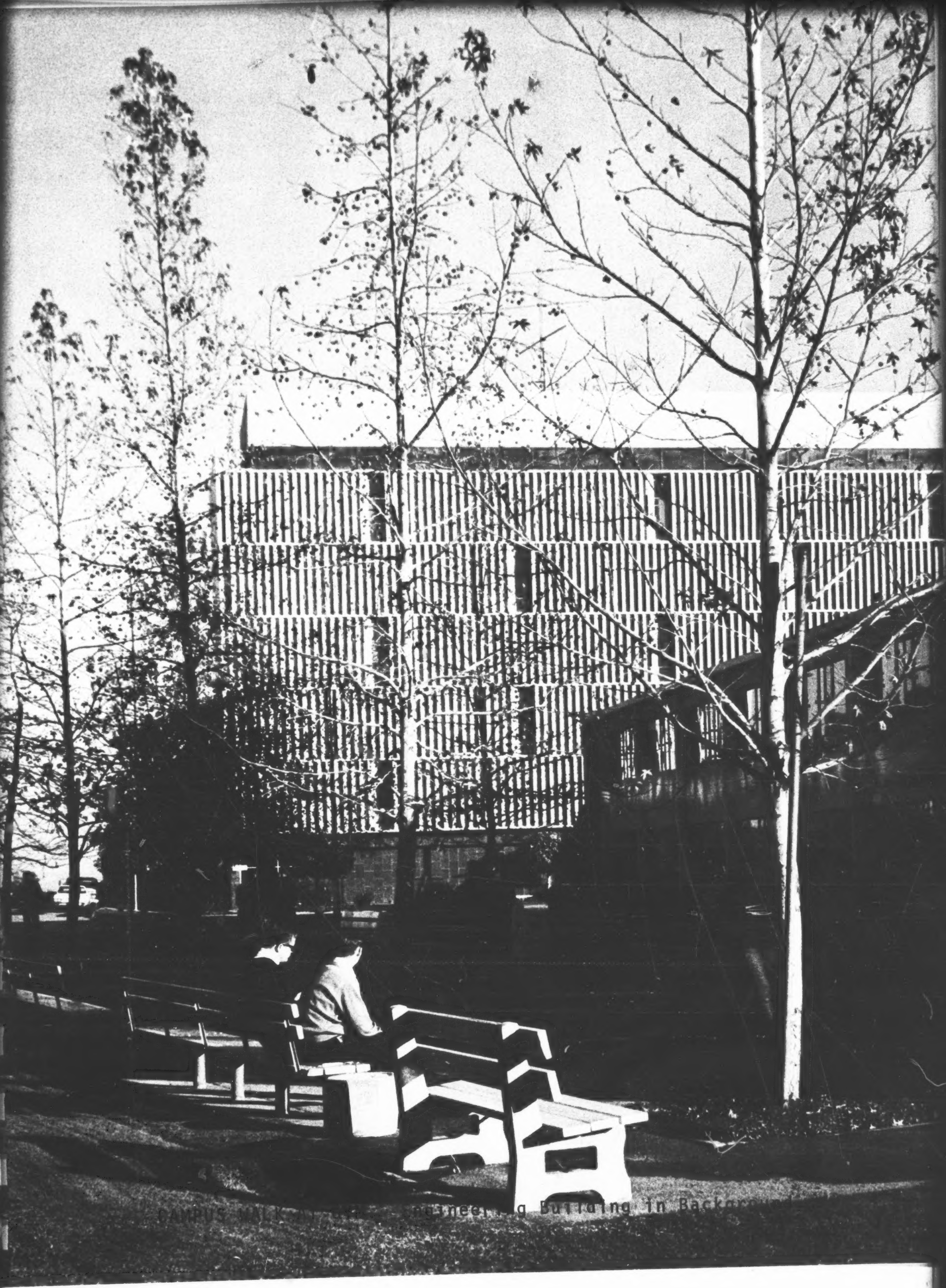
Interior Spaces

The purposes served by the interior portion of the Union can be very roughly grouped into four categories:

1. Student services
2. Leisure time activities
3. Student organization activities
4. Administrative offices, etc., required for the management of the building

The organization of the building is based on the concept that essential services are the primary attraction and will serve to draw traffic that will remain to take advantage of the leisure time activities. These are by no means limited to recreation, but cover a wide range of activities, from socializing to self-improvement.

Leisure time spaces are conceived as playing a highly functional role. In the aggregate they might be considered one large space capable of accommodating a thousand students or more but treated as a series of interlocking, multi-level areas in which different groups can



CAMPUS WALKS [illegible] Engineering Building in Background simultaneously carry on different activities without conflict. The purpose of this configuration would be to provide the maximum number of options and the maximum amount of exposure to new people and new ideas.

Student organization activities would be given a lower priority than these first two categories and management and operation facilities would be treated in an inconspicuous manner.

While these various requirements have been separated in categories this does not imply that they must be separated physically.

Service Facilities

The entrance area of the building should be an extension of the forecourt and might be characterized as an enclosed shopping mall, giving immediate access to the services listed below. While the term "shopping mall" may have distasteful connotations to some it is used to stress that this is a gathering plan, with social as well as utilitarian purposes.

The mall itself would be provided with seats and tables clustered near food service areas and arranged in alcoves and cul-de-sacs to accommodate chance meetings. Service shops would open directly into the mall, without physical separation, except in those cases where food odors and other considerations make separation necessary.

1. Book Store. Offering a full range of student supplies, stationery, cosmetics, records, clothing, etc. If the existing Book Store at the Trident Lounge is to remain, it can continue to handle all text book sales and returns so that this operation would not have to be duplicated.

2. Food and Beverage Specialties. It would be ideal if concessions could be negotiated with qualified operators offering substantially different food specialties and snacks of superior quality. Three or four would be very desirable. They should be very small, since they are not intended to be a substitute for the cafeteria program. There would be no table service. All food would be picked up and eaten at adjacent areas in the mall.

   The particular point to be stressed is that this food is distinctively different from that found elsewhere on the campus. The intention is that it will be an attraction that only the Union can offer and will materially assist in bringing to the building both faculty and students who might not otherwise come, thus creating the opportunity at least, for the kind of informal contact both groups consider desirable.

If Beer and Wine could be provided in one of the concessions it would be an additional drawing card, particularly for the faculty and staff.

3. Barber Shop - Beauty Parlor
4. Post Office
5. Banking Service
6. Student Ticket Sales, in conjunction with a student information center
7. Shoe Repair, in conjunction with a laundry and dry cleaning agency
8. Public Telephones
9. Public Lockers
10. Bill Paying Agency selling money orders and paying utility bills
11. Pharmacy
12. Directory for student sales and exchanges in conjunction with the information center

Leisure Time Area

This is conceived as a continuous series of spaces rather than a group of separate rooms. Anyone entering the area would have immediate access to a wide variety of options in the way of activities and contacts.

This area should be immediately available from the mall to attract those who have come to use the mall services. A gallery for the display of student work in the form of drawings, cartoons, poems, etc., could form part of the link between these two spaces. A variety of configurations might be used so long as they accomplish the desired results.

1. Principal Lounge Area. While this will need to be a large space it should not be regarded as a single

rectangular room, but a series of alcoves and wings that totally provide sufficient area. It would preferably be multi-level, with portions treated as terraces or balconies. A portion of it may be depressed to provide an amphitheater with seating on carpeted steps. This would normally be used as a part of the lounge seating but could also be used for lectures, symposia, concerts, etc.

The furnishings in the balance of the lounge space should be organized to encourage group formation: informal student gatherings, student and faculty groups, or the type of continuing social groups that were identified in the cafeteria. They should maintain an open character, however, so that an engineering student, passing by, could join a group meeting with a political science professor, without feeling like an intruder.

One portion of the lounge, possibly under a mezzanine or balcony area, should be treated as a reading room, equipped with newspapers and magazines. Normally, it would be open but could be closed completely. If the main lounge were to be used for concerts, or other large events, the reading area would continue to serve those who were not interested in the program.

2. Game Room. A space for billiards and table tennis should open off the main lounge and be visible from it.

3. Cards, Chess, and Checkers. A game table area should be near the Game Room. Anyone entering the lounge space should have the option of moving toward the more active recreation area or toward the more passive lounge area.

4. Performing Area. A space available to any student or group of students wishing to use it for drama, poetry, political arguments or musical presentations. This should be arranged as a small amphitheater with carpeted ledges, or steps, for seating. No amplifiers or sound system would be permitted so that it would be impossible for anyone to dominate the Union or interfere with the activities of others.

5. Dances, Banquets and other Social Events. The evidence indicates that providing special facilities for major social events in the Union would not be appropriate. In other words, a ballroom, banquet room, or auditorium would have a very low priority.

Rather than compromise or dilute the quality of the essential facilities already outlined it would be better to treat these marginal requirements in other ways.

a. Re-model the much-maligned cafeteria to provide an appropriate space for any banquets that might be required. This would be less expensive than providing mass feeding facilities in the Union.

b. Permit student organizations to reserve the main lounge or the mall for dances. If this occurs, the reading room must be kept open for other student users.

c. An alternative proposal would be to limit dances and such social events to the existing Trident Lounge.

6. Public Uses. There would appear to be certain advantages to the school and the student body if the Union could be made available to the public on occasion. The main lounge should be a particularly intriguing place for lectures, symposia, etc. The decision to invite the public to certain Union events should remain with the students. Since existing leisure time areas are not heavily used at night, this could easily be done, keeping the reading area for student use.

7. Film Presentations. Both the main lounge and the reading area should be equipped for film projection so that either could be used depending on the estimated attendance. In any event, one area or the other should always remain open for general use.

Student Organization Requirements

Offices of the Associated Students are now located in the Trident Lounge and it seems likely that their future needs could be taken care of in that building. There is evidence, however, that the students do not identify themselves with the "Associated Students", though they are all automatically members. It seems probable that the image of the Associated Students would be weakened even more if this organization were housed outside the Union. Conversely, the image would be strengthened if it were a part of the new building.

Much the same comment applies to the divided loyalty that may result from a conflict between membership in the student body as a whole and membership in a specific club, organization or department. There would be real benefit in bringing all student organizations into the Union where the relationship between the group and the whole would be immediately apparent.

In addition to the offices required for student government there should be a desk and file space in a central office for each organization. Duplicating facilities, etc., should be jointly available.

Organization meeting rooms should be adjacent to the offices, to be reserved for scheduled use. One room seating 60, that can be divided, would be needed. Other rooms, also dividable, should seat 20. It would be desirable if some of these rooms could be equipped with lounge furniture rather than the typical conference tables.

Use of these meeting rooms is not limited to student organizations, but may be used for lectures or any other program considered to be of value to the students.

Organization offices and meeting rooms can be on different levels than the service area or leisure time area. Access to them should be through the principal building entrance so that the relationship of the student organization to the student body as a whole is clearly apparent.

Management and Operations

A building as complex and busy as this one will obviously require careful administration and control. It is extremely important, however, that such control be completely inconspicuous, located where it can most conveniently offer service but not supervision. An obvious "control" point would not only be obnoxious but unnecessary, and the use of devices like closed circuit TV for monitoring the game room or other areas would be deeply resented.

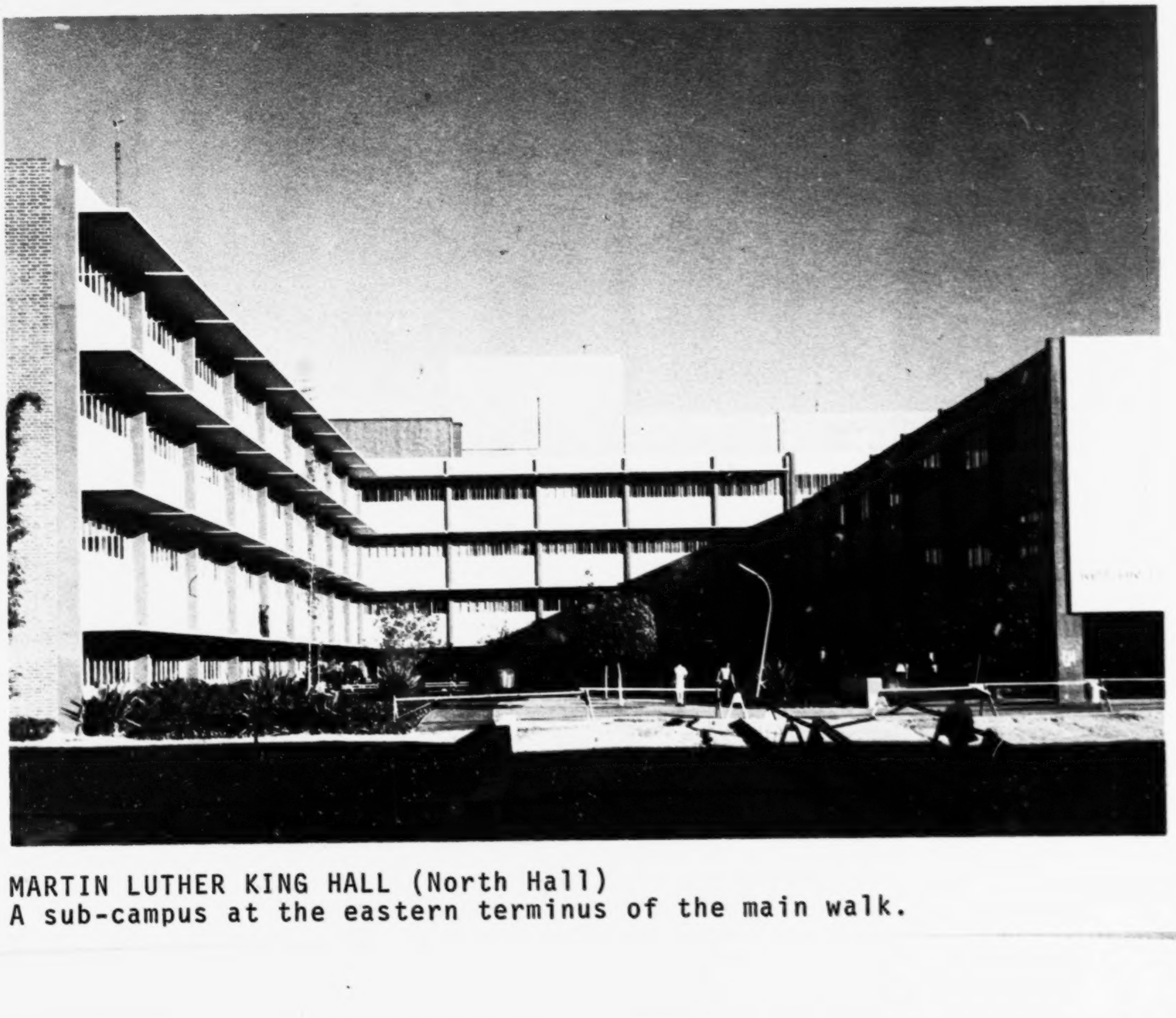
Information services as specified for the enclosed mall would be the closest thing to direct control that should be attempted.

Design Considerations

In addition to the facilities, relationships, and design intent that has been described, the research data provided some additional information on architectural characteristics that must be taken into account.

1. The building must differ significantly in design quality from the present campus architecture.

MAIN CAMPUS WALK. Trident Lounge and Book Store at the right.



MARTIN LUTHER KING HALL (North Hall)
A sub-campus at the eastern terminus of the main walk.

2. The building must have a permanent quality and this quality must be obvious. A well-constructed concrete wall would certainly be considered permanent but its nature might not be apparent. The important point is that whatever permanent material is used be immediately apparent.

3. Delicate materials or fragile details should be avoided or, if used, properly protected. If wood paneling were used, for example, there should be a generous wainscot of a more durable material. This is not intended solely for the protection of the building, but to avoid the feeling of constraint that such materials might have on the users.

4. Abstract architectural design considerations must be subordinated to the program requirements that have been outlined. The campus community is responsive to good design, but has clearly indicated its interest in a building that serves the stated requirements above all.

5. A design that employed large glass areas solely for design effect would not be appropriate. This should not be interpreted as a mandate for a windowless building. Glass should be used when it serves the stated requirements.

6. Nothing that has previously been said about facilities should be assumed to imply an unkempt or undignified atmosphere in the building. The student interest in such qualities as respectability and a cultured atmosphere, as well as their very mature deportment on campus, indicates that this is not their intent. Relaxed and casual would be appropriate descriptions, but not disorganized.

The requirements outlined here can be considered the chassis or general concept to which all other details of the building must be related. It defines the objectives of the project as determined by observations and interviews with the campus community and describes the kind of building that will contribute most effectively to the realization of those objectives. Filling in the details must be done in relation to this basic framework. It should not be assumed that this is an automatic process or that it does not require skill and experience, but the remaining questions are largely a matter of "how much" rather than "what".

The number of meeting rooms required can be projected from current meeting schedules adjusted for anticipated enrollment growth. Book store areas can be predicted on the basis of dollar sales per student at the existing book store plus the data derived from other local schools with similar enrollment. Since such techniques are well established and commonly used there has been no effort to include them in this study.

In closing this set of recommendations there is one point that deserves mention. Throughout this report there has been constant reference to "the building" or "the Union", as though it were a foregone conclusion that a building would result and that it would have characteristics that we commonly associate with the term "Union". Such an inference was not intended and results only from the inordinate difficulty of dealing with complex new concepts for which no concise and descriptive names are available.

The data on which this report was based is neutral with regard to the question of whether "a building" is required. The data deals with objectives, interests, and concerns that could be satisfied by a variety of configurations.

One perfectly feasible configuration would be to distribute all services along the main campus walk; to create a "Main Street" rather than a building. In some ways this solution would satisfy the observed needs better than any other. Unfortunately, this would have left all the other facilities to stand alone and the data strongly suggests that, alone, they do not have great appeal.

The concept described on the preceding pages was adopted because of the great need this campus has for a focal point, a common meeting place. Combining all the facilities in one place is the best way to insure that result.

CHAPTER VI. SUMMARY AND CONCLUSION

With the preparation of this report the experimental phase of this project is completed. The remaining steps leading to construction and operation will presumably follow in normal sequence. While the true value of the special procedures described here cannot be accurately assessed until the building is completed, and it is possible to determine whether actual use conforms to predicted use, some observations about techniques can be made.

The philosophy underlying this approach to architecture rests on the assumption that the purpose of any building is to make it possible for people to perform more effectively, whatever their activities or their role might be. This means much more than providing the spaces and equipment, the light and heat, that they need for an assigned task. It recognizes that the social and personal forces that so strongly influence human behavior are also a part of the architectural problem.

These last factors have not normally been considered part of the architect's concern, at least not in an organized, objective way. If architecture is to take such factors into account some forms of collaboration between architects and behavioral scientists must be developed. The study that has been reported here is an effort to test one form of collaboration.

The observation program seemed to be particularly fruitful in relation to the time and effort expended. The photographs and the method of analysis are extremely useful in bringing the obvious into focus. It is probable that the particular behavior observed was latent in the knowledge of many people on the campus but until it is isolated and understood it is of no value in determining the course of future actions.

This is the kind of activity that is greatly affected by the perceptiveness of the observer and more perceptive observers would have undoubtedly learned more. As was previously mentioned, the procedures had to be modified halfway through the observation program when it finally penetrated our consciousness that you could not take it for granted that people at the game tables were playing or that people in the cafeteria were eating. If such an obvious blunder could occur there are probably more subtle errors that passed unnoticed.

One modest success was the early realization that what people are not doing, or the facilities they were not using, was as important as their positive actions. The east courts that were so seldom used represent an investment in initial construction and in faithful care that is producing few benefits. Avoiding this kind of wasted effort certainly has some value.

Since it was so productive for the effort involved, it would appear that a systematic program of observation could be profitably employed on almost any planning project.

Evaluating the social-psychological study is considerably more difficult. It was, of course, a much more elaborate and time-consuming activity dealing with more subtle measurements. In his report (see Appendix A) Dr. Lasswell discusses some of the problems, principally the time limitations that made it impossible to explore all the data as completely as might have been desired, the limitations of the computer program used for data analysis, and the disappointing response of the sample of community influentials.

Considerable effort was expended in contacting this sample and the responses certainly did not justify this attention. It seems possible that the disinterest, even antagonism, that was encountered can be attributed to a general public reaction to some of the incidents that occurred on other campuses during 1968. If so, this attitude is grossly unfair to Cal State, L.A., and illuminates a serious problem for this institution; achieving public recognition for its real accomplishments. In this sense, at least, the community supplied information of real value to the school.

As Doctor Lasswell points out, where a school has achieved local recognition, good or bad, the community sample would probably be much more productive.

Dr. Lasswell's concern about deriving additional data is hardly shared by the architects who already have a feeling of being overwhelmed by data. Certain types of information derived from the interviews such as time commitments, life patterns, desiderata, etc., lead to rather precise architectural descriptions. Information about Images and Values, however, is extremely difficult to deal with, especially when the different groups hold substantially different points of view. It leads to the feeling that we know much more than we understand. While very useful and pertinent proposals were developed from both these topics it is this writer's opinion that the potential value of these responses has not been fully developed.

In part this can be attributed to the need for a better technique in organizing and arranging data. Some form of matrix analysis would appear to be applicable and is currently being considered for another project. A more probable cause, however, is that this is a unique approach to architectural design, for which no guidelines exist, and only with time and accumulated experience can we hope to perfect it.

Even when the interview data is difficult to translate into architectural descriptions, it still provides an unusual feeling of contact with what would otherwise be a featureless, formless mass of people. The administration's concern with public response, the faculty's concern with scholarly standing, the student's concern with independence, all reveal personal preoccupations that reflect their particular roles and responsibilities in the campus community. While the architect may be incapable of dealing with these particular issues, he certainly has a clearer and more sympathetic understanding of the human beings he is attempting to serve.

Given a different project, the interview schedule would have been a far different document. If a laboratory building, a hospital, or even a classroom structure had been the subject, there would have been much greater emphasis on operational considerations. Even so, the identification of strains, goals, and values would remain an essential part.

To an architect, with intimate knowledge of the way in which buildings are traditionally conceived and designed, the merits of this approach seem self-evident. Even if it were judged on an economic basis alone the elimination of non-essentials would more than justify the effort involved.

A much greater value lies in the benefits that will accrue to the users from a building that serves their real needs and supports them in the pursuit of their true objectives.

Appendix A

SOCIAL PSYCHOLOGICAL MODELS FOR PROGRAMMING A STUDENT UNION

Dr. Thomas E. Lasswell

(Prepared for Deasy and Bolling, A.I.A., Architects)

The problem. The problem as conceptualized for this study was to develop social psychological input for the use of architects in the preparation of a program for a proposed students union at California State College at Los Angeles.

Social psychological input that may be useful for the programming of a building is comprised of the mutual goals, values, images, desiderata, and strains that are present within several categories of persons who will be concerned with the occupation and use of the building when it is completed.

This input may be used to construct a variety of models of the social psychological qualities of a hypothetical building. Of necessity, the models developed will be conservative in nature; that is, they will define the social psychological climate of the proposed building as it presently exists in the minds of the persons involved. From these models it is possible to construct additional radical models; that is, models that are intended to change the existing climate in particular ways.

Scope of the study. This study has undertaken to define the social psychological input outlined above for samples of summer and fall students, faculty, alumni, staff, and administrators at CSCLA during the summer and fall of 1968, plus a small sample of community influentials drawn from three nearby widely diverse social areas.

Delimitations. This study has not been concerned in any direct way with the site of the proposed building, with problems of architectural engineering, or with costs of construction. There was no direct concern with any comparison with similar facilities existing on other campuses.

Form of the report. The materials presented here will appear in the following order:

Part 1 Research Design and Procedures

Part 2 Findings

Part 3 Social Psychological Models

Part 4 Recommendations for Future Studies

Part 5 Problems for the Architect
(A summary of this study and recommendations for programming, largely in the form of a statement of problems, will comprise the conclusion.)

PART I. RESEARCH DESIGN AND PROCEDURES

The basic concept of this study was to determine social psychological factors existing among populations concerned with a proposed student union to be built at California State College at Los Angeles. Very briefly, the factors sought were those which were involved with the values, goals, expectations, images, and strains in the minds of students, faculty, alumni, administration, staff, and members of the surrounding community. It was believed that information about these factors might raise questions in the mind of the architect designing the building; especially questions which might be overlooked or answered unconsciously in the normal course of programming.

Discovery of the desired social psychological factors depended upon the development of an instrument which would elicit overt statements from samples of the populations involved, in the hope that some general statements about the social psychological climate might be abstracted from them.

Populations and sampling. In conference with architects who had had previous experience with similar studies, the CSCLA office of campus planning, and CSCLA administrative officers, a list of relevant population categories was prepared. The list was comprised of summer students, fall students, faculty, alumni, administrators, staff, and community influentials.

Sample sizes were determined arbitrarily. The method of sampling varied with the population sampled. Populations, sample sizes, methods of sampling, and number of responses were as follows:

Population	Sample	Method	Responses
Summer students	50	random	46
Fall students	150	random	79
Faculty	20	random	19
Alumni	58	random	50
Administrators	20	purposive	15
Staff	20	purposive	19
Community influentials	42	purposive	17

Discrepancies between sample size and number of responses will be discussed in Part 4.

Random samples of summer students, fall students, and alumni were selected by applying a table of random numbers to the official CSCLA lists of enrolled summer students (1968), pre-registered fall students (1968), and current members of the alumni association, respectively. The faculty sample was obtained by oversampling from the faculty register for 1967-68, without replacement for faculty not present in 1968-69. Thus all faculty members had of necessity been at CSCLA for one year or more.

The purposive sample of administrators included:

President of the College
Dean of Students
Associate Dean for Activities and Housing
Associate Dean for Counseling and Testing
Associate Dean of Admissions
Senior Personnel Analyst
College Business Manager
Publications Manager
Executive Dean of Campus Planning
Vice-President for Business Affairs
Dean of Engineering
Acting Dean of Letters and Science
Dean of Education
Dean of Fine and Applied Arts
Dean of Business and Economics
Acting Head of Financial Aids
College Librarian
Director of Institutional Studies
Coordinator of Extension Summer Session
Director of the Foundation

The purposive sample of staff was selected in conference with individual department heads for each staff department of the College.

The purposive sample of community influentials was selected according to a program devised by Samuel A. Stouffer, and applied in three communities chosen from a social area analysis of Los Angeles County prepared by Marchia Meeker for the Los Angeles County Welfare Planning Commission. The fourteen community influentials selected in each community were:

The Mayor
Chairman of the Community Chest or United Crusade
President of a large Labor Union Local
President of the Chamber of Commerce
Chairman of the Republican Central Committee
Chairman of the Democratic Central Committee

Commander of the American Legion Post
Regent of the D.A.R.
President of the local Women's Club
President of the School Board
President of the Library Advisory Council
President of a large P.T.A.
President of the Bar Association
Publisher of the largest locally owned newspaper

Dr. Meeker's study had divided the local communities in Los Angeles County into six social rank categories based on socio-economic characteristics of the population. The nearest community falling into each of the highest, third-from-highest and lowest categories was chosen. These were San Marino, Alhambra, and East Los Angeles respectively.

The instrument. A sixteen-page questionnaire was prepared after pre-testing most of the items on 32 students enrolled in the 1968 summer session. The first two pages of the questionnaire were designed for students only, and asked for information on age, sex, marital status, class in school, number of children, number of units currently being studied, length of time at CSCLA, number of hours worked, amount of time spent on campus and in specific locations on campus, amount of time spent in particular activities, and other personal data. The last page consisted of a Srole anomie scale which was not used in the final analysis of data.

The main body of the questionnaire was made up of several 5-point and 7-point Likert-type scaled questions inquiring about the respondent's evaluation of institutional goals, student motivations for attending CSCLA, appeal of existing buildings on campus, desirability of possible features of the proposed Student Union, values, images, and perceived strains. Each block of questions was followed by a request for the respondent to designate the two most important and the least important of the items covered in that block. Finally, each block contained an open-end question which encouraged the respondent to express his own feelings and opinions about the area covered.

Data-gathering techniques. Each prospective respondent was contacted in person, by telephone, or by mail and invited to participate in the study. When prospective respondents did not reply to mailed invitations, they were telephoned as a follow-up device. In each case the purpose and nature of the questionnaire was explained in detail. Wherever possible, the completed questionnaire was reviewed with the respondent to make sure that all questions had been answered and to make sure that the respondent had understood the items. In some cases this was not possible. Some persons in the alumni sample resisted face-to-face or telephone conversations, possibly out of fear that an appeal for funds would be made. There was some hostility on the part of community influentials which may have grown out of broader political and moral concerns about conflicts reported between student groups, faculty, administration, and governmental persons and agencies currently in the mass media.

Although the various devices used did not result in a 100% return of the questionnaires in any sample, it is believed that the return was as good as could be obtained in the time allotted.

Methods of analysis of data. When all available questionnaires were obtained, the contents were transferred to Hollerith cards and the replies of each sample were tabulated by computer. Modes, means, medians, and ranges were calculated for each question for each sample. Student responses were dichotomized for sex, age (0-22 v. 23+), time on campus each week (0-5 v. 5+ hours per week outside of class), work (0-20 v. 21+ hours worked per week), presence or absence of children, race (white v. nonwhite), marital status, number of units carried (0-6 v. 7+), and graduate v. undergraduate status, and the responses to each item compared. Chi-square tests to test the hypothesis of no statistically significant difference between halves of the dichotomies were applied to the "time on campus" student samples.

The block of responses on desiderata for the student union had the responses weighted and ranked for each category, and a Spearman rho test for significance of difference in ranking between samples was computed.

Summary. The research problem was to conduct an inquiry into the values, goals, expectations, images, and strains relevant to the construction of a proposed student union as they were present in the minds of students, faculty, alumni, administration, staff, and community influentials. Once these values, goals, etc., were determined, they would be compared for congruence and conflict.

PART 2. FINDINGS

Characteristics of the student body. Due to a change attributed chiefly to a difference in procedure, a considerably smaller fraction of the fall quarter students than of the summer quarter students completed questionnaires. Careful analysis and comparison of the fall quarter responses with the summer quarter responses indicated that the fall quarter findings were still reliable however. This difficulty will receive further attention in Part 4. Because of the difference in returns, the data will be presented separately for the two quarters. Findings for the summer quarter students are based on 46 responses, for the fall quarter on 79.

TABLE 1

CHARACTERISTICS OF THE STUDENT BODY

Characteristic	Summer (Mean)	Fall (Mean)
Age (years)	26.98	26.00
Quarter hours carrying	10.3	10.5
Paid work outside studies (hours per week)	19.5	23.6
School work outside class (hours per week)	15.0	14.1
Time on campus outside class (hours per week)	9.5	7.75
Miles lived from school	13.8	8.39
Minutes to reach school	24.25	28.8

TABLE 2

WHERE TIME ON CAMPUS IS SPENT

Location	Mean Hours Summer	Fall
Library	3.42	3.18
Cafeteria	1.48	1.06
Top O' the North	0.805	0.975
Outside (benches, grass, etc.)	0.673	0.696
Trident Lounge	1.30	0.595
Empty classrooms	0.57	0.405

TABLE 3

HOW TIME ON CAMPUS IS SPENT

Activity	Mean Hours Summer	Fall
Attending class	10.9	10.8
School work outside class	6.43	5.7
Socializing with students	2.15	2.32
Socializing with faculty	0.304	0.304
In meetings	0.174	0.203
Watching television	0.087	0.152
Playing pool	0.196	0.165
Playing cards	0.109	0.165
Social events	0.130	0.071
Sporting events	0.341	0.316
Other extra-curricular	--	0.101
Eating	1.80	1.51

TABLE 4

MARITAL STATUS AND NUMBER OF CHILDREN

	Summer N=46	Fall N=79
Single	20	43
Married	23	34
Divorced	2	2
No children	33	61
One child	5	6
Two children	6	6
Three children	2	2
Four or more children	0	4

TABLE 5

AVERAGE SIZE OF MEETINGS ATTENDED

	Summer N=46	Fall N=79
Do not attend meetings	5	22
5 or fewer	27	37
6 - 10	5	6
11 - 20	5	4
21 - 40	1	4
41 - 60	2	6
Over 60	1	0

TABLE 6

CONDUCIVENESS OF CAMPUS FACILITIES TO STUDY

	Summer N=46	Fall N=79
Extremely good	2	2
Good	1	3
Adequate	14	21
Poor	16	29
Extremely inadequate	13	18
No answer	-	6

TABLE 7

TIME WITH FACULTY MEMBERS OUTSIDE OF CLASS

	Summer (Mean)	Fall (Mean)
Actually spent	0.400	0.304
Desired	1.76	1.32

Goals. The questionnaire listed eighteen goals for CSCLA and asked each respondent to rate them on a five-point, Likert-type scale, ranging from "a primary goal of CSCLA" to "an undesirable goal for CSCLA". Respondents were then asked to name the most desirable of the goals, the second most desirable, and the most undesirable. An analysis of the modal ratings of each sample and the number of first and second choices left no doubts about the chief goals of CSCLA as seen from the populations sampled. The two foremost goals are clearly "to provide a general education in Letters, Arts, or Science" which received 60 "most desirable" ratings out of a possible 245, and 43 "second most desirable" ratings; and "to provide professional training for students enabling them to become teachers, social workers, engineers, nurses, etc.," which received 61 "most desirable" and 40 "second most desirable" ratings. Other highly rated goals were: "to teach people how to maximize their own potentials" (41 first choices, 31 second choices); "to provide a special intellectual climate for persons who wish to explore various fields of knowledge" (21 first choices, 20 second choices); and "to provide a pre-professional program of studies for persons who intend to pursue professional advanced degrees..." (6 first choices, 14 second choices).

Two of the listed goals stood out most clearly among those that received "undesirable" ratings. They were: "to teach people a philosophy of life" which was rated "the most undesirable goal of CSCLA" by 67 out of a possible 245 persons, and "to provide superior social contacts for students" which received 45 "most undesirable" ratings. Most of the remaining goals received a few "most undesirable" ratings each, but none of the others was outstandingly rejected.

Although the general goals were eminently clear, not all samples were equally enthusiastic for them. Differences between the samples will be discussed further in Part 3.

Motivations. In order to analyze the Likert-scaled items on the block of questions about the reasons that CSCLA students actually come to CSCLA, a system of scoring was devised so that those items marked "all CSCLA students" were scored +3, those marked "most CSCLA students" were scored +2, those marked "a large number of CSCLA students" were scored +1, those marked "a small number of CSCLA students" were scored -1, and those marked "no CSCLA students" were scored -2. Using this system, the responses of each sample were scored for each item, and the items were then scaled for each sample.

Six of the seven samples rated "to train for a chosen career" as the motivation for most students to attend CSCLA. Five of the samples also rated "to find a career" very highly, and three gave high ratings to "to develop their personal potentials". At the other extreme, "for lack of anything better to do" was given the lowest ratings, with "to break away from their parents", "to find a sheltered place to think and grow", and "to show their superior intellectual abilities" also receiving very low ratings.

Buildings. Respondents were asked to rate eleven existing buildings on the CSCLA campus on a seven-point Likert scale ranging from "extremely appealing" to "extremely unappealing". The community influentials did not rate the buildings, but every other sample gave the highest rating to the Trident Lounge and Book Store. Other high ratings were given to the Engineering Building, followed by North Hall. The lowest rating was consistently given to the Cafeteria. It was the intent of this block of questions to serve as a reflexive index of the architectural tastes of the raters through the use of concrete and familiar examples. Part 3 will present some apparent differences in scale between the samples.

Specific desiderata. A list of seventeen specific desiderata for the proposed student union was presented to the respondents together with a seven-point rating scale and provision for ranking them as "most desirable", "second most desirable", and "most undesirable". As with the "goal" block above, a general tally was made of the three rankings. There was considerably more dispersion of the responses than among the goals, although the extremes were quite clear. For the distribution of responses, see Table 8. Since the dispersion of the "most desirable", "second most desirable", and "most undesirable" responses was so great, all seventeen items were scored individually by a Likert scale as were motives, with respective responses being weighted +3, +2, +1, 0, -1, -2, and -3 in order from extremely desirable to extremely undesirable, and ranked by scores for each sample. A Spearman rho analysis was then made, comparing the ranking of the items by each sample to determine the similarity of the ranking of the items by each sample. The correlations between samples are shown in Table 9. It will be seen from Table 9 that the order of ranking was most similar for faculty and students and least similar for faculty and staff. It should be noted particularly that none of the correlations is negative, and that none is very low. This finding should be especially encouraging to the architect, for it means that--at least as far as these seventeen desiderata are concerned--a

TABLE 8

NUMBER OF "MOST DESIRABLE", "SECOND MOST DESIRABLE", AND "MOST UNDESIRABLE" RATINGS GIVEN TO EACH DESIDERATUM

Item	Most Desirable	Second Most Desirable	Most Undesirable
Facilitate leisure	49	20	1
Para-academic	10	26	2
Noteworthy architecture	12	14	8
Classrooms and offices	8	4	72
Public recognition	10	8	10
Symbolize Assoc.Students	7	13	15
Services	19	20	5
Recreation	14	16	1
Guest speakers	9	16	4
Campus organization mtgs.	6	9	4
Informal student meetings	17	16	6
Informal student-faculty meetings	17	16	2
Campus organization programs	1	4	1
Focal point	25	12	4
Retreat	8	12	8
Men's lounge	1	2	18
Women's lounge	0	5	6

TABLE 9

SPEARMAN RHO CORRELATIONS BETWEEN RANKED SCORES FOR DESIDERATA OF EACH SAMPLE

	Admin.	Faculty	Staff	Alumni	Community
Students	.606	.884	.740	.754	.776
Admin.	--	.594	.601	.815	.864
Faculty	--	--	.534	.817	.640
Staff	--	--	--	.600	.548
Alumni	--	--	--	--	.776

solution is possible that will give reasonable satisfaction to all of the populations sampled. A negative correlation could have meant that it would not have been possible to provide a mutually satisfying solution involving the items listed for the two (or more) populations negatively correlated.

Values. A list of 26 values that might be expressed in the proposed student union was prepared, and respondents were asked, as before, to rate each on a seven-point scale and also to rank the most desirable, second most desirable, and most undesirable. The bulk of the responses to the ranking centered about eight values. A summary of these rankings is shown in Table 10, below.

TABLE 10

NUMBER OF "MOST DESIRABLE", "SECOND MOST DESIRABLE", AND "MOST UNDESIRABLE" RATINGS GIVEN TO EACH VALUE

Item	Most Desirable	Second Most Desirable	Most Undesirable
Functionality	41	19	4
Constructive use of leisure	24	16	2
Beauty	19	12	0
Relaxation	21	13	4
Efficiency	13	19	3
Academic atmosphere	9	6	24
Personal privacy	1	2	23
Luxury	3	3	62

The relatively minor discrepancies between the various samples will be considered in Part 3.

Images. Respondents were asked to name the group whose image should be reflected by the proposed CSCLA student center. The most popular choice by far was CSCLA students (135), although 41 named the CSCLA community and 40 named the Associated Students. Ratings of twelve other images were also asked on a seven-point Likert scale, as were the three desirability rankings asked in the previous blocks. Responses to the latter are shown in Table 11.

TABLE 11

NUMBER OF "MOST DESIRABLE", "SECOND MOST DESIRABLE", AND "MOST UNDESIRABLE" RATINGS GIVEN TO EACH IMAGE

Item	Most Desirable	Second Most Desirable	Most Undesirable
Enjoyment	41	39	2
Utility	29	22	7
Comfort	23	19	4
Creativity	18	15	10
Retreat	16	13	38
Peacefulness	16	14	11
Unity with the general community	15	7	37
Congeniality	13	26	3
Informality	13	24	10
Permanence	13	12	5
Stability	10	9	8
Economy	7	11	59

Strains. A final block of items in the questionnaire was introduced with the following statement: "Some people are unable to function as efficiently as they might because of personal and institutional conflicts and strains. The following issues may or may not produce such strains. How much concern do you feel about each of the following as a source of strain at CSCLA?" Responses were requested on a five-point scale ranging from "no concern" to "extreme concern". At the conclusion of the eighteen items, respondents were asked to name the strains which concerned them most, second most, and least. Six items stood out in marked relief from the others. Responses to these six are shown in Table 12. These responses were not uniformly reflected in the different samples, either by the ratings or by the Likert scales, so further comment will be made about them in Part 3.

Further analysis of the responses. Fall and summer student responses were combined into an "all students" sample which was then re-sorted several times to study the effects of different variables upon student responses. The variables studied were: time spent on campus outside of class, marital status, presence or absence of children, age, sex, graduate-undergraduate status, number of units carried, and number of hours worked. Generally speaking, the students were found

TABLE 12

NUMBER OF "MOST CONCERNED", "SECOND MOST CONCERNED", AND "LEAST CONCERNED" RATINGS GIVEN TO SELECTED ITEMS

Item	Most Concerned	Second Most Concerned	Least Concerned
Freedom vs. responsibility	33	21	2
Limited personal funds	25	23	3
Vocal students receiving more attention	26	18	6
Personal goals vs. collective goals	15	23	4
Authority relations between students and employees	10	10	16
Fellow student vs. spouse hunting	3	3	51

to be quite homogeneous with respect to each variable. To explore the fruitfulness of further data analysis, 138 Chi-square tables were prepared to test the differences in responses between students who were on campus five or fewer hours per week (not counting time spent in classes) and those who spent six or more hours per week on campus. Nineteen (about 14%) of the tables indicated that the differences or similarities found in the responses of part-time (5 or fewer hours) and full-time (6 or more hours) students were due to factors other than chance (probability of less than .05 or greater than .95).

Full-time and part-time students were in agreement that:

1. The provision of professional training is a primary goal of CSCLA (p=.95).

2. A pre-professional program of studies is a primary or very important goal of CSCLA (p=.95).

3. The training of persons for careers in research is a very important or a desirable goal for CSCLA (p=.98).

4. To teach people a philosophy of life is an unrelated or undesirable goal of CSCLA (p=.95).

5. Most students come to CSCLA to train for a chosen career (p=.95).

6. A large number of students come to CSCLA to learn new skills (p=.95).

7. That the Music-Speech-Drama building is "appealing" but not "very appealing" (p=.98). This may be interpreted that the Music-Speech-Drama building is the most nearly standard for the CSCLA campus of any of the eleven buildings listed.

8. That provision for para-academic activities in the proposed union is desirable (p=.95).

9. That a cultured atmosphere is desirable (p=.995).

10. That freedom from coercion is a very desirable image for the proposed union (p=.98).

Full-time and part-time students differed significantly on the following items:

1. Far more part-time students attend no meetings on campus (p=.005).

2. Anglo protestant students are less likely to be full-time students than black, Mexican-American, Jewish, or oriental students (p=.05).

3. More full-time students believe that a large number of students come to CSCLA to make valuable career contacts (p=.05).

4. More full-time students think that noteworthy architectural design is extremely desirable (p=.05).

5. More full-time students think that it is extremely desirable to provide facilities for guest speakers (p=.05).

6. More part-time students feel that the image of a retreat is desirable (p=.025).

7. More part-time students express no concern about authority relationships between students and employees (p=.05).

8. More part-time students express no concern about spouse hunting (p=.01).

9. More full-time students express some or great concern about the role strain between being a member of the student body as a whole and being a member of a particular department, organization, fraternity, or sorority (p=.05).

While this type of analysis was not pursued to its extreme because of the severe time limitations on the study, it may have utility in the construction of "radical" models--that is, this kind of information might be used in planning to attract a special kind of student by deliberately changing certain existing features of the campus, and thus altering the social psychological environment.

Summary. The chief problem in Part 2 has been in making an accurate summary of the tremendous amount of information generated in this study, therefore the findings presented have been selective. Each block of findings has been summarized in terms of the total picture in an effort to establish a consensus from which a conservative social psychological model might be constructed. In Part 3, this conservative model will be presented and compared with each of six conservative variations representing each of the six populations sampled. The 768 Likert scales generated are not presented in full, although they are available for inspection. Selected findings from them will be used in constructing the various models in Part 3 and in making recommendations for architectural programming in Part 5.

PART 3. SOCIAL PSYCHOLOGICAL MODELS

From the data assembled, it is possible to construct a conservative social psychological model of the assumed goals, assumed motivations of students, architectural tastes, specific desiderata for the proposed union, projected images, values, and perceived strains presently expressed by students, alumni, faculty, administration, staff, and, to some extent, community influentials. By a conservative model, it is meant a model which reflects the existing social psychological climate with the existing characteristics of students, faculty, administration, and staff being maintained. As will be pointed out in Part 5, it is possible to construct radical models also; that is, models which deliberately intend to bring about changes in any of the variables, including populations, listed above with consequent changes in the social psychological climate.

The first model presented will be a consensual one. That is to say, it will be constructed from the characteristics which the populations studied share in common. From this model it will be possible to present variations that are indicated for each population. Ultimately a policy will be established (at least by the time production drawings have been made) which will indicate which population is (or which populations are) the presumed client of the architect and whether the design will be conservative or radical, and if radical, in what respects. Needless to say, this study cannot generate such policy decisions; it may serve to bring to the conscious level the awareness that they are being made. In this way, perhaps such decisions can be made rationally and intentionally rather than unconsciously and haphazardly.

A CONSENSUAL MODEL

The responses of all samples to the instrument have certain features in common. From these, it is possible to make some statements about the existing social psychological climate that apply generally. Misinterpretation of these would mean that all of the populations involved would have to make some adjustive change. Consensual responses will be dealt with in order of the blocks of questions in the instrument.

Goals. The primary goals of CSCLA are seen to be:

1. To provide a general education in Letters, Arts, or Sciences.

2. To teach people how to maximize their own potentials.

3. To provide professional training for students, enabling them to become teachers, social workers, engineers, nurses, etc.

4. To provide a pre-professional program of studies for persons who intend to pursue professional advanced degrees...

Three secondary ("very important" to "desirable") goals were also consensual for all of the samples:

1. To provide training for upgrading people in their present careers.

2. To provide a cultural center for the community.

3. To provide a special intellectual climate for persons who wish to explore various fields of knowledge.

None of the eleven other goals listed was rated as "undesirable" by any sample, nor was any rated "unrelated" by consensus of the samples.

Motives. No motive was rated by any sample as characteristic of all CSCLA students. Three motives received consistent ratings in the adjacent categories of "most CSCLA students" and "a large number of CSCLA students". They were:

1. To train for a chosen career.

2. To develop their personal potentials.

3. To find a career.

Two additional motives were rated as characteristic of "a large number of CSCLA students". They were:

1. To upgrade themselves in their present careers.

2. To learn new skills.

The other twenty-one motives listed were rated as characteristic of "a small number of CSCLA students". Responses to the first two blocks of items seem to make it eminently clear that CSCLA is conceptualized as a career-training agency by all persons involved. The student is expected to be future-oriented, especially toward his economic role.

Buildings. The effort to determine architectural tastes produced consensus on five of the eleven buildings rated (n.b.: community influentials did not respond to this block). The Trident Lounge was consistently rated between "appealing" and "very appealing". Also rated as "appealing" were:

1. Engineering
2. Health Center
3. Music-Speech-Drama

The cafeteria was consistently rated as "unappealing".

Specific desiderata. Although the Spearman rho correlations between the several samples were high, as noted earlier, there was actual consensus on the ratings of only four specific desiderata. The remainder of the seventeen were controversial to some degree. Two had ratings which fell between "very desirable" and "desirable":

1. Noteworthy architectural design
2. Facilitation of informal meetings among students

Two also had consensual ratings which fell between "desirable" and "neutral". They were:

1. Symbolize the Associated Students
2. Provide a retreat from campus activity

Values. Of the twenty-six values listed, there was consensus on thirteen. Two of them were rated "extremely desirable".

1. Functionality
2. Efficiency

Seven received consensual ratings which fell between "very desirable" and "desirable".

1. Social harmony
2. Relaxation
3. Recreation
4. Socialization of the individual
5. Student-faculty interaction
6. Self-expression
7. Academic atmosphere

"Meeting new people" was consensually rated "desirable".

Three items were rated between "desirable" and "neutral" by all samples. They were:

1. Personal privacy
2. Self-sufficiency
3. Luxury

Images. The consensus of all samples was that the proposed student union should reflect the image of CSCLA students. Of the twelve other images tested, there was consensus on five. "Congeniality" was rated as an "extremely desirable" image. "Comfort" was rated between "very desirable" and "desirable". Three images were rated between "desirable" and "neutral". They were:

1. Economy
2. Retreat
3. Unity with the general community

Strains. All but three of the strains listed received some degree of consensus among the samples. A consensual rating of "no concern" was given to "role of fellow student versus spouse hunting". Ratings between "very little concern" and "some concern" were given to:

1. Achieving excellence vs. accusations of snobbery
2. Learning the "ways of the campus"
3. Personal goals vs. collective goals
4. Role of scholar vs. role of member of the student community
5. Pressure to participate in different activities at the same time
6. Member of the college vs. member of the community
7. Comfortable habits vs. efficient innovations
8. Acceptable social and physical distances between persons and categories of people
9. Differing conceptions of the new student center

Three items were rated as of "some concern":

1. Limited organization funds
2. Need for student-faculty interaction vs. need for each to work independently and separately
3. Accommodating others vs. teaching others

Two items received consensual ratings between "some concern" and "great concern". They were:

1. Limited personal funds
2. Vocal students receiving more than their share of attention

Summary. The items listed above are those which received the same ratings in the modal categories of each of the Likert scales which they represent from each of the samples, or which received modal ratings in two adjacent categories. These ratings form the core of the consensual conservative model for the proposed student union. A summary of the high points shows that all samples agree about certain philosophical and aesthetic ideas.

CSCLA is an institution which provides a general education and professional and pre-professional training for students, as well as helping them to maximize their own potentials. Students come there to train for a chosen career or to find one, and to develop their potentials.

The consensus of taste in architecture holds that the Trident Lounge is the most appealing building and the cafeteria is the least appealing. The proposed student union should be of noteworthy architectural design, and it should facilitate informal meetings among students. It should be functional and efficient. It should conjure up the image of congeniality. Insofar as possible, the proposed union should not presume that the students who use it have much money to spend. It should, if possible, help the less vocal students on campus to feel that they are being properly attended to.

CSCLA also provides educational opportunities for people who wish to better themselves in their careers. It should be a cultural center for the community and provide a special intellectual climate for those who wish to broaden the horizons of their knowledge. A great many students come to raise their status in their careers and to learn new skills. In addition to the above-mentioned characteristics, the proposed student union should promote social harmony, relaxation, and recreation in an academic atmosphere. Students should have an opportunity for self-expression, interaction with the faculty, and general social growth. The union should be a comfortable place. It should not call on student organizations for expenditures, if possible, and should strive to provide them with facilities that might be costly elsewhere as inexpensively as possible. It should provide a place where students and faculty can meet and talk without either interfering with the work of the other; some space attractive to both but discouraging to the conduct of business. It should expose persons to one another in non-teaching, non-threatening contacts.

This is the basic, consensual model for the social psychological climate of the proposed student union. All populations are agreed on it. The variations indicated in responses to the questionnaire can be used to construct some variations on this theme.

THE STUDENT MODEL

Modal responses to the Likert scales showed disagreement among the samples in some areas. Some notion of how the basic model might be tempered in the direction of a student-oriented union can be gained from their distinctive responses.

Students see the cultivation of a faculty of mature thinkers and scholars with a maximum opportunity to explore new ideas as irrelevant to the goals of CSCLA. It is assumed from this response that they mean that they do not want a barrier of social distance between the faculty and the students growing out of a faculty more interested in its own disciplines than in contact with students.

Although students are more accepting of the existing architecture on campus than some other samples, they find the old library building as unappealing as the cafeteria.

Students are particularly concerned with certain desiderata; they rank as "extremely desirable" the facilitation of leisure time activities, services to students (snack bar, barber shop, etc.), recreational facilities, and a place for informal meetings between students and faculty members. They feel that a place for para-academic activities (student government, newspapers, bulletin boards, displays, etc.) is "desirable", as is a place where student organizations can put on programs and a focal point for campus activity. Use of the building for classrooms or administrative offices is rated by them as "undesirable", and a separate study and relaxation space for men only is rated "extremely undesirable".

Independence (freedom from coercion), is classed as "extremely desirable" by students. A cultural atmosphere, respectability, and social awareness are rated "desirable". On the other hand, they express neutrality toward the reflection of citizenship, self-respect, and self-discovery in the proposed union.

The image of utility is rated as a desirable one by students.

Students express no concern over strain between being a member of the student body as a whole and being a member of a particular department, organization, fraternity, or sorority. Unlike other samples, they have very little concern over authority relationships between students and employees.

THE ALUMNI MODEL

Alumni agree with the consensual model on the goals of CSCLA and on the motives of students for attending it.

The Trident Lounge was rated as "very appealing" by alumni, the cafeteria as "unappealing" and all nine of the other buildings listed as "appealing".

Alumni feel that facilities for guest speakers are "extremely desirable" in the proposed union. They also rate the facilitation of leisure time activities as "extremely desirable". The provision of a focal point for campus activity is rated as "desirable".

Alumni differed from other samples by giving a "desirable" rating to independence, a cultured atmosphere, respectability, and social awareness. This pattern of ratings corresponds to the student pattern on the same items except for independence, which the students rated "extremely desirable".

Images of permanence and utility were given "extremely desirable" ratings by alumni, being their highest rated images. They rated as "desirable" images of peacefulness, stability, and informality.

Alumni differed from other samples in feeling "some concern" over the strain between being a member of the student body as a whole and being a member of a particular department, organization, fraternity, or sorority.

THE FACULTY MODEL

It is not surprising to find that the faculty rated as a primary goal of CSCLA the bringing together of a faculty of mature thinkers and scholars so that they will have a maximum opportunity to explore new ideas.

Faculty also differed from other samples in believing that most CSCLA students come to learn a special discipline.

Faculty taste in architecture conforms to the consensual model, except that the old library is rated as appealing and the remaining buildings are rated as "no opinion".

As for specific desiderata, the faculty listed as "extremely desirable" no less than five items that were not generally so rated. The five were:

1. Para-academic activities
2. Meeting facilities for campus organizations
3. Informal meeting-place for faculty and students
4. Facilities enabling campus organizations to put on programs
5. Facilities for guest speakers

Faculty rated limited relaxation spaces for both men only and women only as "desirable", being the only sample to do so. They were "neutral" toward the idea of the proposed student union being used to gain public recognition as an asset to CSCLA. They also rated the use of the building for classrooms or administrative offices as "undesirable".

Faculty gave "extremely desirable" ratings to eight values that were not generally so highly rated. The eight were:

1. Beauty
2. Independence (freedom from coercion)
3. Respectability
4. Self-respect
5. Creativity
6. Learning
7. Social awareness
8. Self-discovery

Citizenship and democratic outlook were rated as "neutral" by faculty.

Faculty also rated four images as "extremely desirable" which were not so rated generally. The four were:

1. Enjoyment
2. Peacefulness
3. Informality
4. Creativity

Permanence, utility, and stability were rated by the faculty as "desirable".

Faculty expressed "extreme concern" about the strain of freedom versus responsibility, and "great concern" about authority relationships between students and employees.

THE ADMINISTRATIVE MODEL

Administrators did not differ from the consensual model on goals and motives. They did differ from the other samples, however, in their tastes in architecture, rating every building not in the consensual model as "unappealing".

As for specific desiderata for the proposed student union, administrators differed from some other samples by listing the facilitation of leisure time activities, public recognition as an asset to CSCLA, and the provision of a focal point for campus activity as "extremely desirable". They also rated the provision for a limited study and relaxation space for men only as "extremely undesirable".

Administrators rated a democratic outlook as "very desirable", the highest rating that item was given by any sample. In contrast to faculty and staff, they rated respectability as "desirable", rather than "extremely desirable".

Administrators rated permanence and stability as "desirable".

Administrators were divided among themselves on the degree of strain produced by the issue of freedom versus responsibility, rating it bi-modally as "of very little concern" and "of great concern".

THE STAFF MODEL

Like the faculty, the staff listed as a primary goal of CSCLA the bringing together of a faculty of mature thinkers and scholars.

Staff rated ten of the eleven buildings listed on the questionnaire as "appealing", rating only the cafeteria as "unappealing".

Except for those items listed in the consensual model, staff rated all but one as "desirable". The deviant rating was "very desirable", given to "provision of a focal point for campus activity".

Staff listed as "extremely desirable" five values not so rated by the other samples. They were:

1. Cultured atmosphere
2. Constructive use of leisure
3. Respectability
4. Citizenship
5. Self-respect

Images rated by staff as "extremely desirable" were peacefulness, permanence, utility, and stability.

Staff rated the strain of membership in the student body versus memberships in other organizations as of "some concern". Like administrators, they were bi-modal on the issue of freedom versus responsibility, with the modes being "very little concern" and "great concern".

THE COMMUNITY MODEL

Community influentials did not differ from the consensual model on the goals of CSCLA or on the motivations of students to attend it. They did not rate the existing buildings (two persons marked this block, but marked each item "no opinion").

As for specific desiderata for the proposed union, community influentials gave an "extremely desirable" rating to "facilitate informal meetings between students and faculty". "Desirable" ratings were given to "provide facilities for guest speakers", "provide facilities enabling campus organizations to put on programs", and "provide a focal point for campus activity".

"Self-respect" was rated as an "extremely desirable" value by community influentials, and "unique and memorable design" was rated "undesirable".

Community influentials saw the issue of freedom versus responsibility as of "extreme concern", and the issue of authority relationships between students and employees as of "great concern", concurring with the faculty model on these items.

SUMMARY

From the modal responses of student, alumni, faculty, administration, staff, and community samples to 128 scaled items in the questionnaire for this study, a conservative, consensual social psychological model for the proposed student union at CSCLA was constructed. The principal features of this model are shown on pages 73 and 74.

Six variant models were described by adding to the consensual model distinguishing characteristics from each of the samples. The outstanding features of these variant models are listed below.

In addition to the features in the consensual model, students do not see the development of a mature faculty of thinkers and scholars as a goal of CSCLA. They especially want the proposed student union to include services for students, recreational facilities, areas for leisure time activities, and a place for informal meetings between students and faculty. They especially do not want a separate study and relaxation space for men only. They place extremely high value on independence. The only strain about which they are greatly concerned is lack of personal funds.

The outstanding differences of the alumni model from the others include their extreme desire to provide facilities for guest speakers in the proposed union, and their extreme wish for the union to reflect images of permanence and utility.

The faculty model is distinguished from the others by several outstanding features. Faculty see the bringing together of a faculty of mature thinkers and scholars as a primary goal of CSCLA. They believe that most CSCLA students come to learn a special discipline. Faculty rated as extremely desirable: space for para-academic activities, meeting facilities for campus organizations, an informal meeting-place for faculty and students, facilities for campus organizations to put on programs, and facilities for guest speakers. They attach extreme value to beauty, independence, respectability, self-respect, creativity, learning, social awareness, and self-discovery. They would like extremely well to see the union project images of enjoyment, peacefulness, informality, and creativity. They are extremely concerned about the strain between freedom and responsibility.

The administrative model differs from the others in seeing the proposed union as extremely desirable as a focal point for campus activity, for the facilitation for leisure time activities, and for bringing public recognition to itself as an asset to CSCLA. They rated a limited study and relaxation space for men only as extremely undesirable.

The staff differed most from the other models in the areas of values and images. The values which they considered extremely desirable include a cultured atmosphere, constructive use of leisure, respectability, citizenship, and self-respect. Images rated extremely desirable were peacefulness, permanence, utility, and stability. Staff was the only sample which did not rate the use of the union for classrooms and offices as undesirable.

The community model was characterized by giving a top rating to the desirability of having an informal meeting-place for students and faculty in the proposed union. They also rated self-respect as an extremely desirable value, and unique and memorable design of the union as an undesirable one. They expressed extreme concern over the strain between freedom and responsibility on campus.

PART 4. RECOMMENDATIONS FOR FUTURE STUDIES

Social psychological input into architectural programming has customarily been provided by the architects themselves. It has come from sympathetic introspection, intuition, custom, largely non-experimental observations, and genius. It has often been biased by the architect's knowledge of existing solutions to architectural and engineering problems. The increasing sophistication of the behavioral sciences over the past few decades may make it possible for behavioral scientists to make some real contribution to this process by introducing controlled observation of social psychological climates, special information from existing social psychological studies and theories, and the architectural and engineering naivete of social psychologists. This last, in particular, may enable the behavioral scientist to introduce problems at the conscious level which have usually been solved by custom or on the basis of unrecognized assumptions, the validity of which has not been tested.

One of the major problems to be overcome by a social psychologist who aspires to furnish some input to architectural programming is that the architect has been able to apply his introspection, intuition, and genius in a much shorter period of time than a controlled study of the social psychological climate can be conducted. The client is eager to see construction begin, and it may be difficult for him to understand that the gains from a controlled study are justified by the necessary delay, if indeed they are. Thus, the most pressing problem of the social psychologist engaged in this kind of work is to reduce the amount of time that it takes to a minimum. This part of the study is concerned therefore with increasing the validity of information and reducing the time expended in future studies.

If this particular study were to be replicated, it would be doubtful whether or not to include the sample of community influentials. This sample was the most costly timewise and had by far the highest refusal rate. Some of these problems were undoubtedly due to the current disturbances in the California State Colleges, and some were due to the lack of identification of citizens of sprawling Los Angeles County with one of its several state colleges. In a smaller community, at a time when identification of the community with a local college was high, such a sample would unquestionably yield a more satisfactory response.

The summer sample of students were paid two dollars each to come to the study office on campus and complete the questionnaire. Since tracking down the sample due to change of address, absence when telephoned, or failure to show up at the appointed hour seemed to be time consuming, the system was changed for the fall sample so that the interviewer was paid the additional two dollars for each completed interview he obtained. The former procedure produced a 92% response, the latter, a 53% response, leaving no question as to which is the more effective on the CSCLA campus at the present time. While the fall percentage was smaller, it gave every statistical indication of being adequate.

The statistical adequacy of the fall sample raises the question of whether sample sizes might not generally be reduced. Until this kind of procedure has been carried out several more times, however, it would not seem cautious to reduce sample sizes generally. Statistical confidence in the fall sample response was undoubtedly in part due to the fact that it still comprised the largest response of any sample (N=79).

Some improvements in computer programming can be made to reduce the time necessary for interpretation of the findings. The Likert scales can be weighted, summed, and a measure of central tendency and dispersion computed by machine rather than by hand, as was done this time. Spearman rho correlations can be computed between the different samples for each block of questions by machine rather than by hand. Chi-square tests for differences of responses of samples to each item and for differences of responses between student sub-samples should be computed.

Although a high degree of confidence can be placed in the instrument used, it can possibly be reduced in length. An item analysis of each block would help to weed out questions that were not "working".

Finally, factor analysis of the findings might point the way to latent dimensions that are not now apparent.

Unfortunately, perhaps, more of these recommendations are related to increasing the output of information from the study than to the reduction of time needed. Until this kind of study becomes customary in architecture, if it ever does, the time factor will continue to produce considerable strain.

PART 5. PROBLEMS FOR THE ARCHITECT

It is clear that some policy decisions will have to be made as a part of the architectural programming and design of the proposed CSCLA student union. It is not entirely clear who will make them or how they will be made.

The most basic decision that will have to be made will be centered about whether the union will reflect the existing social psychological climate or will attempt to change it in the direction of some social psychological climate desired in the future. In the language of social institutions, the question is whether the design will be conservative or radical.

It is entirely possible that the existing social psychological climate of CSCLA is at least in part a product of the existing campus architecture. This position is strengthened by the general satisfaction with existing buildings expressed by students, alumni, faculty, and staff. The dissatisfaction of the administration with existing architecture suggests that the administration is radically rather than conservatively oriented, and would welcome a change in architectural design.

One of the most striking findings of this study is the consensus with which all samples conceptualize the primary goals and student motivations of CSCLA. It is seen as a future-oriented training agency, with only the faculty adding the dimension of an independently viable community of thinkers and scholars providing a special intellectual climate for persons who wish to explore various fields of knowledge. The policy decision that may be indicated here is whether to pursue the conservative consensual model, the conservative faculty model, or a radical model.

The conservative consensual model calls for the union to bridge the gap from adolescent life to the professional and career-centered world of the future, possibly by modeling on the clubs, recreation centers, and leisure centers that are found in the business and professional world. The conservative faculty model would add to this at least some space devoted to the creation of a collegial climate, possibly like the residential colleges of Oxford, Princeton, or Grinnell.

A different radical philosophy might indicate an architectural design which would integrate the student union with the existing social or cultural surrounds on a more or less equal footing, modeled on the community college. However, since the surrounding community is pluralistic in its own composition, there would have to be decisions about the practical limitation of the populations to which it would be particularly appealing. For example, to attract persons interested in the fine arts, exhibit space of sufficient area to incorporate non-college as well as college artists could be arranged (or at least not prohibited); in community organization, meeting spaces sufficiently large and easily accessible to outsiders with a minimum of knowledge about the building and the campus could be provided, possibly with some facilities for food service.

A radical design to attract students with different motivations from the present ones could emphasize satisfactions that are not career-oriented. Emphasis on avocations, scholarship for its own sake, ars gratia artis, dilletantism in its most positive sense, all might function to attract differently motivated students.

The conservative philosophy for design of the proposed student union calls for functionality as its top value, with beauty, leisure, recreation, efficiency, and independence as some of the other highly related values. Functionality is probably conceptualized in this context to mean that the elements in the building will not conflict with one another, and also will not conflict with other goals and objectives on campus, and that the building will do what it is supposed to do whether it is beautiful, etc., or not. It is difficult to imagine a radical departure from this value without examining what the building is supposed to do.

Although there is some disagreement among the samples on what it is most desirable for the student union to do, the Spearman rho analysis of items indicates that the specific desiderata are not incompatible in any overall way, although perhaps slightly incompatible in the degree of desirability by the various samples. First of all, the union should not contain any classrooms or administrative offices, although some para-academic activities are desirable. There should be facilities for guest speakers, meeting places for campus organizations, and places for them to put on programs. There should be areas for "loafing" and for making informal contacts with other students and faculty. There should be student services in the building--a snack bar, a barber shop, perhaps a beauty salon. There should be space devoted to recreational activities. A functional building would distribute these spaces in such a way that incompatible activities did not conflict with one another. A radical design might house "noisy" and "quiet" activities separately, and perhaps create an entirely separate service area, thus violating the unspoken assumption that the union must be housed in one building.

There is overwhelming consensus that the union should reflect the CSCLA student image. A radical design would be one which reflected any other image, such as the campus community or the general community.

The strains which elicited most concern were those of limited student funds and vocal students receiving more than their share of attention. A conservative design would be one which would minimize costs to students for using the facilities provided in the union. This is interpreted as meaning that most students should be able to come into the union for leisure or recreational activities without spending any money, or at least without spending very much. The design should be one which takes into consideration the comfort and wishes of students who are unlikely to make any active issue about them, as well as giving attention to the more active students and groups. A radical design might incorporate attractive but relatively expensive recreational activities and give the preponderance of space over to the activities of the more aggressive and vocal students and student groups.

It may not be architecturally possible to design a student union that will provide satisfactory solutions for all of the populations studied. It is hoped, however, that the questions raised will guide the architect to a design solution which will either maintain the existing social psychological climate of CSCLA or change it in the direction of some policy decisions with the conscious knowledge that he is affecting the social psychological climate.